

## Point of View

By James Fishkin

**A**CENTERPIECE of Ross Perot's presidential campaign is his proposal to govern the country through an "electronic town hall." As he describes it, major issues such as the national debt or health insurance will be explained on the air "in depth, not in sound bites." Then, through calls placed by viewers to an 800 number, the people will "respond by Congressional district." This device is not supposed to supplant action by Congress or other institutions of government, but the televised feedback from the people will be tabulated and used to get the White House and Congress "dancing together like Fred Astaire and Ginger Rogers," Mr. Perot says.

Electronic town halls, in a more limited form, already are becoming a major part of the campaign process. Bill Clinton held such electronic town meetings and answered questions from callers in New Hampshire, Pennsylvania, and California during the primary season. More recently, he bought a half hour of time from NBC for a televised town meeting whose studio audience was made up of a sample of undecided voters in Pittsburgh. Both Mr. Clinton and Mr. Perot have fielded viewer call-ins for extended periods on the "Today Show" and other talk shows. But fielding questions and tabulating votes are very different.

The closest model on a national scale to Mr. Perot's proposal for electronic referendums was seen in January on CBS after the President's State of the Union address. In a pilot for a possible series called "America on the Line," CBS tabulated about 300,000 responses from viewers to questions posed on the program about the President's speech and the state of the union. Mr. Perot has cited the CBS program as a model of what he means by an "electronic town hall."

The problem with this concept is that the viewers who phoned in responses to the CBS program presented a distorted picture of public opinion, at least when CBS contrasted their answers with poll results from a representative sample of viewers to whom the network had directed the same questions. For example, 53 percent of "America On the Line" respondents said they were "worse off" now than a year ago, while only 32 percent of the representative sample said so. Only 18 percent of "America on the Line" respondents reported being in basically the "same" economic situation as a year ago, while 44 percent of the representative sample reported being "the same."

The kind of electronic town hall that CBS tried has two fundamental defects—it is neither representative nor deliberative. It is not representative of the public at large because the respondents select themselves by deciding to call in, instead of being chosen through the methods of modern survey research based on a random statistical process. The electronic town hall is not deliberative, because it demands off-the-cuff responses from viewers at home—viewers who have not had an opportunity for extended face-to-face discussion either with their peers or with participants in the political process.

Because of the lack of representativeness, survey researchers have long discounted electronic town meetings. For example, Norman Bradburn, director of the National Opinion Research Center at the University of Chicago, has said that viewers calling an 800 number to express their views constitute a SLOP—a self-selected listener opinion poll. A SLOP played a role in distorting the media coverage of the Carter/Reagan Presidential debate in 1980, when ABC used viewer call-ins (in that case they were charged for calling) to declare Reagan an instant two-to-one winner. Polls of randomly selected viewers, in contrast, rated the debate as a close contest.

As was illustrated by the *Literary Digest* fiasco in 1936, when readers predicted a landslide for Alf Landon over Franklin Roosevelt, self-selected samples



### A Voice for 'We the People' in the Electoral Process

draw disproportionately from citizens who feel strongly enough about an issue to take the trouble to write or telephone. Large numbers of respondents do not, by themselves, insure a representative picture of public opinion. CBS has reported that more than 24 million calls were placed to "America on the Line," but incomparably more accurate results could have been achieved from a carefully constructed, random sample of several hundred.

The other main problem with the electronic town hall is the lack of deliberation involved. Mr. Perot argues that his proposed town meetings will "get into detail on the issues, and when the people respond, it is an intelligent, well-thought-out decision. That's a huge difference from a poll." However, his version is not likely to be as different from polls as he alleges. It is true that the citizens responding to the town meeting would have the opportunity to listen to debates on the broadcast, but there is little reason to think that their views will be thoughtful and well informed. Many will bring little background to the issues other than what is presented on the program. Further, they will have little opportunity or incentive to contrast the information to opposing views or to debate the issues thoroughly. Rather, they will be expected to phone in their instantaneous reactions during the course of the town meeting.

It is a commonplace of modern social science that, as economist Anthony Downs pointed out in 1957 in his classic *An Economic Theory of Democracy*, citizens have little rational incentive to spend time acquiring and processing political information. Their individual votes have so little effect on the outcome of an election that they have little motivation to invest time and attention in improving the quality of that vote. They are left with the scanty information they can acquire with little effort or as a by-product of their other activities. This is true of votes cast in a voting booth, and it will remain true of votes phoned in to a nationally televised town meeting such as Mr. Perot is proposing.

Even the most optimistic recent assessment of voter rationality, political scientist Samuel Popkin's *The Reasoning Voter* (1991), argues that voters use various shortcuts—such as identifying "cues" to a candidate's ideology or attitudes toward different groups—to draw inferences that enable them to answer the question, "What have you done for me lately?" Improving that situation would require new kinds of decision-making structures that would motivate ordinary citizens to invest greater time and attention in public issues.

Scholars need to spend less time describing the prob-

lems with the current electoral system—which they have done very well—and more time experimenting with new strategies to motivate citizens to make more thoughtful decisions. Imagine a new beginning to our season of selecting a President. Suppose we were to transport a group of people (who had been randomly selected from the entire country by the techniques of modern survey research) to a single site. Suppose, in addition, that we were to give them briefing materials on the issues, time to digest the information, and opportunities for extensive debate with the candidates, and then polled them at the end of several days on their views of the candidates and the issues.

Imagine that portions of these proceedings were broadcast on national television. Unlike viewers at home, the members of such a sample would be motivated to think and participate because they would be part of a select group that would deliberate on national TV.

Such an event would constitute what I have called "a deliberative opinion poll." Such a poll would reflect what the public would think if it had a better opportunity to consider the questions at issue. Given the role of momentum in the primary process (as political scientist Larry Bartels has demonstrated most nobly in his book *Presidential Primaries and the Dynamics of Public Choice*, 1988), a deliberative poll at the beginning of the primary season could have a dramatic effect on the evolution of both candidates and on public debate about issues during the time leading up to the Presidential nominations.

**D**URING THE PAST TWO YEARS, I joined with WETA, the Washington, D.C., public-television station, in an effort to mount such a deliberative poll, the "National Issues Convention." It was to be held in Austin this past January, at the start of the primary season. Six to eight hours of national broadcast time were to be scheduled on the Public Broadening System. The plan was for the major Presidential candidates to meet in person with the national random sample of 600 citizens who would be transported to Austin from around the country. Financing difficulties forced cancellation of the event, but we have begun to lay the groundwork for a 1996 version.

WETA has joined with all 10 of the nation's Presidential libraries, under the leadership of the LBJ Library in Austin, to sponsor the event. We have formed an advisory committee headed by Newton Minow and Charles E. Walker (former chairs of the commission that sponsored the first televised Presidential debates). We propose to engage the Presidential candidates in this deliberative poll at the start of the 1996 primary season.

One of the principal factors fueling support for the Perot candidacy obviously is dissatisfaction with the Presidential choices offered by the primary process. That process—with its vagueness of timing, small, self-selected electorates, and the impact of momentum—suffers from the same two flaws as the electronic town hall. It is neither representative nor deliberative. Short of replacing the current primary system, a new beginning, using a deliberative poll, could produce a major change in the process.

Because the participants would be randomly selected, the difficulties with viewer call-in polls would be avoided. And because the delegates could debate the issues for several days face to face with the candidates, their deliberations would represent more than instantaneous first reactions. Such an event would use television to provide a voice for "We the people" under conditions that would make that voice worth hearing.

James Fishkin is chair of the department of government at the University of Texas at Austin and author of *Democracy and Deliberation: New Directions for Democratic Reform* (Yale University Press, 1992).

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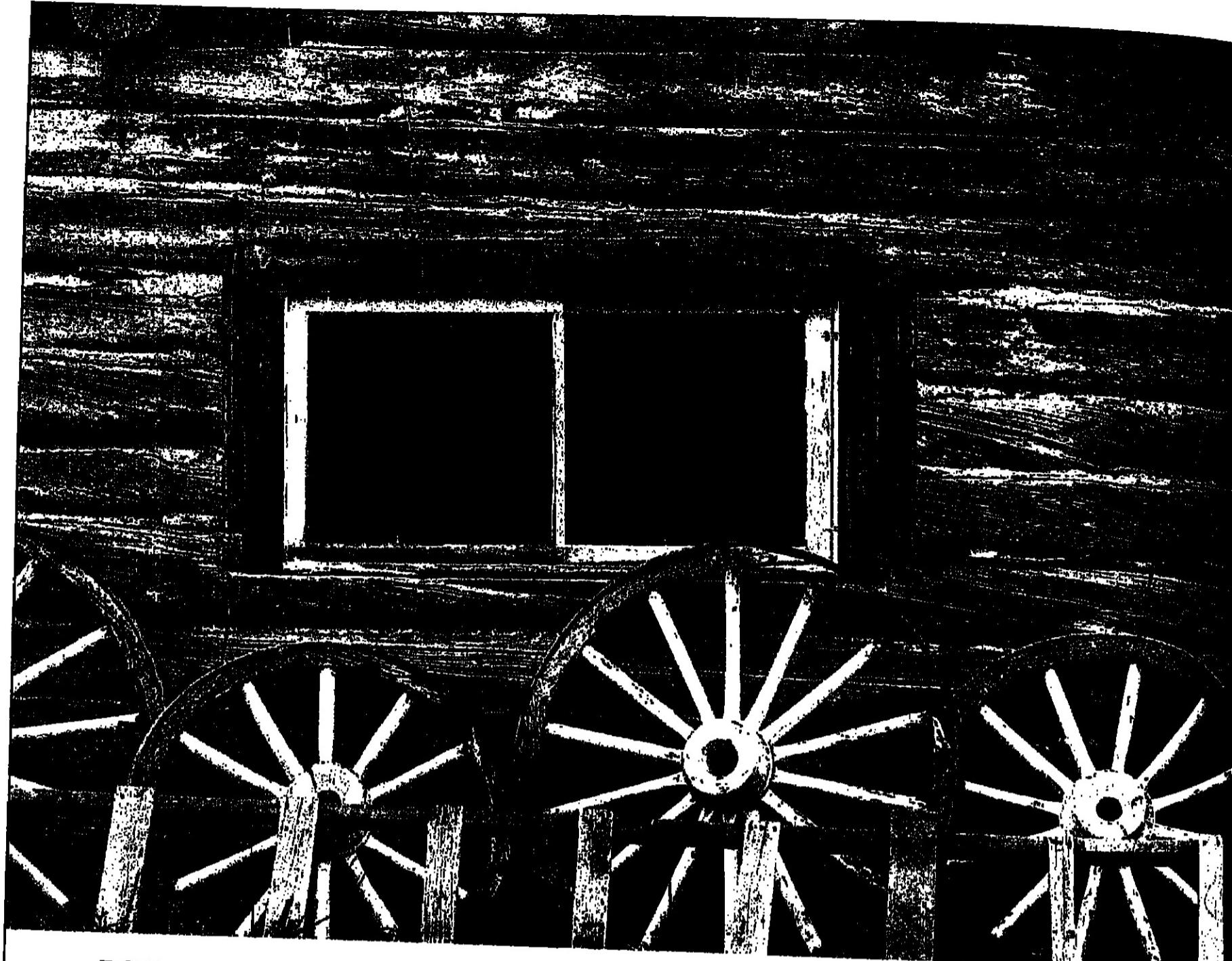


"**T**his is going to be a whole new chapter for education in the states where a large number of black students go to college."

The Supreme Court has specified for the first time how states must show they have removed the vestiges of past segregation. Page A16

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STUDENTS AT JACKSON STATE HS BY RAYMOND LAMBERT FOR THE CHRONICLE



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**DATATEL**



## This Week in The Chronicle

July 8, 1992

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**MARGINALIA****In Brief****Harvard law professor loses his post**

CAMBRIDGE, MASS.—Adhering to a longstanding policy, Harvard University has denied a black law-school professor's request to extend his two-year leave of absence.

Derrick Bell, the school's first black tenured professor, began an unpaid leave of absence in 1990 to protest the school's failure to hire a tenured "woman of color." In a letter, Robert C. Clark, the school's dean, told Mr. Bell that his failure to return would be considered a resignation, effective last week.

In a statement, Mr. Clark said he was "very saddened" by Mr. Bell's decision not to return to teaching. "I wish he had chosen otherwise," the statement said.

Mr. Bell, who is a visiting professor at New York University's law school, can appeal the decision to a Harvard governing board. He could not be reached for comment. A complaint Mr. Bell filed against the school with the U.S. Education Department's Office for Civil Rights is pending.

After his departure, 68 professors remain at the school. Seven are white women, five are black men, and the rest are white men. ■

**Memorandum at the University of Southern California:**

"Recently, a letter was mailed which requested additional support for KUSC. The letterhead listed the names of several composers. To our embarrassment, four of those names were misspelled: Stravinsky, Leonarda, Tailferre, and Vaughan Williams.

"These errors did not originate at KUSC. They occurred when the copy was transferred from our word processing program to a program at one of the University of Southern California's printing facilities. In order to insure that these problems would not be repeated, we have established new procedures for proofreading."

Too late!

**From Employee Development Update,** a newsletter at the University of California at Riverside, comes this announcement of a workshop for staff members:

"Writing for Impact (Afternoons) . . . For most of us, writing is a critical form of communication. Good writing is often synonymous with effective and efficient work. . . . Tell us more."

**Memorandum at Southern Illinois University at Carbondale:**

"The General Education Committee is beginning to study the problem of addressing 'cultural pluralism' in the SUCE general education curriculum. To that end, the Committee needs some basic university-wide information concerning the cultural diversity of the university's faculty and students. . . ."

You really want to know?

**Notice to student advisers at a college or university whose identity we have mislaid:**

"Do you have an advisee who is looking for another course this term? If so, History 238, U.S. 1945-1950, meeting 10-11 MTTWRF in OM 34 is open. (Note: due to an oversight, this course did not appear in the original schedule.)

"Readings will focus on the Civil Rights movement, Vietnam, the Great Society, Watergate, feminism, environmentalism, the impact of mass media, and most important of all, the rise and demise of disco.

"Prerequisites: one history class, and some awareness of the term 'inside suit.' "

**News from The Utah Statesman:**

"To make people more aware of alternatives to driving themselves home when they're drunk, coupons will be given to students Friday so those 'partying on Friday night can get a free home,' said Smith."

Tell Smith we already have one:

—C.G.

**Earthquake sends books tumbling in California libraries**

RIVERSIDE, CAL.—Southern California was jolted by a severe earthquake and more than 1,000 aftershocks, but damage to colleges and universities was minimal because the epicenter was in a sparsely populated desert area. The libraries at the University of

California campus here and two community colleges were closed temporarily for cleanup and repairs after thousands of books tumbled from the shelves during the first earthquake. About 14,000 books were knocked off the shelves of the Tomas Rivera Li-

brary at Riverside, including about 4,000 rare volumes in its special collections section, some of which were damaged.

Workers had just finished installing seismic bracing on the shelves, which prevented extensive damage.

The judge said the university

**Churches oppose merger of Hawaii institutions**

HONOLULU—Hawaii Loa College and Hawaii Pacific University are expected to go through with a planned merger this month despite a lawsuit intended to block the move.

The churches—the United Methodist Church, the United Church of Christ, and the United Presbyterian Church—claim they have a stake in the college. They say they have given \$2.5-million to Hawaii Loa since its founding and have forgone some of its mortgage loans.

The fourth founding denomination, the Episcopal Church, is not contesting the merger. ■

**Yearbook editor denied post in photo flap**

LAFAYETTE, LA.—Jeff Gremillion, last year's editor of the University of Southwestern Louisiana's yearbook, has been denied a second term because administrators disapproved of controversial pictures in the yearbook.

The book, *L'Acadien*, featured a photograph of a partly nude woman. It also has a section devoted to the Persian Gulf war, illustrated with a picture of a bulldog, the university mascot, sitting on the American flag (*above*).

A faculty-student committee recommended to the vice-president for student affairs that Mr. Gremillion be appointed editor of the book again this coming year. The choice was rejected. A university spokeswoman said the institution had received many complaints about the yearbook and that Mr. Gremillion had not been

rehired because the university disapproved of his judgment. An editorial in the student newspaper was sharply critical of the university's decision.

**Corrections**

■ A story on taxi (*The Chronicle*, May 20) referred to Lester Mitscher as a professor at the University of Kansas but subsequently called him incorrect.

Kansas State's Mr. Mitscher

■ An item in the People in Letters column (*The Chronicle*, June 24) incorrectly identified

institution that Thomas J. O'Connor is leaving to become athletic director at Saint Bonaventure University. He is now director of athletics at Santa Clara University.

ALLAN BRIDGEMAN

had to conduct new searches to fill the two positions. In addition, he said, the next available jobs in each of the extension service's offices in six counties must be filled by minority applicants. One of the two white administrators is retiring and the other has left the position and returned to his former post at the university. ■

**Spring Garden College will close in fall**

PHILADELPHIA—Unable to resolve financial problems and faced with a declining enrollment, Spring Garden College has announced it will not open in the fall. The college, which was founded in 1851, is considered to be the nation's oldest independent school of technology. It had an operating budget of \$8.5-million but a debt of more than \$10-million. Attempts by the college to sell the campus to other institutions, then lease back part of the property, fell through.

Two black employees of the extension service filed a lawsuit claiming they had not been given proper consideration for the two administrative jobs. U.S. District Judge Truman Hobbs agreed, saying the extension service had violated the court order by appointing the two white employees as administrators and then advocating the positions and promoting them permanently.

The judge said the university

**Lincoln U. receives****memorabilia of poet**

LINCOLN UNIVERSITY, PA.—A collection of memorabilia formerly owned by the poet and author Langston Hughes (*right*) has been donated to Lincoln University. Hughes graduated from Lincoln in 1929.

The gift came from Ramona Love and the late Adele Glavin, who once owned the Market Place Gallery in New York City, where Hughes often held readings of his works. The collection includes about 75 paintings, photographs, manuscripts of and by authors and artists who, like Hughes, were prominent during the Harlem Renaissance of the 1920s. ■

towering man with a gracious manner and a self-deprecating sense of humor, Mr. Bradford says he rarely receives hostile response, even when addressing people who don't agree with him.

At the University of Dallas, a small, Roman Catholic institution where he is a professor of English, he is generally viewed as a gifted literary scholar and a popular teacher. But Mr. Bradford, who relishes a lively debate, provides plenty of material when he heads out on the national lecture circuit.

He told a gathering of Lincoln scholars in Gettysburg, Pa., that President Lincoln was a manipulator and a hypocrite concerned primarily with advancing his political career. Among other things, he told the scholars that a detailed study of Mr. Lincoln's rhetoric reveals that while he spoke of his hatred for slavery, he more than once tried to recover runaway slaves, and even told racial jokes.

(His views about Lincoln are not unique, although most Lincoln scholars hold a much more favorable view and believe his opposition to slavery was genuine.)

In a speech at Macalester College, which was in the process of revising its curriculum to make it more multicultural, he denounced efforts to revise the canon as "trendy nonsense."

**'Generic Humanity'**

He says: "The most important problem with multiculturalism is that it doesn't see the importance of texts that address our generic humanity—what an author has to say about death, which is a universal human experience, about whether or not there's something worth risking life for—those are not culturally specific."

A sixth-generation Texan whose great-grandfathers fought for the Confederacy, Mr. Bradford describes himself as a "man of many hats"—a rhetorician who is just as comfortable discussing the history and politics of the South as he is the literature. An authority on William Faulkner and Southern literature in general, Mr. Bradford has written dozens of essays and several books on topics ranging from the fall of the Confederacy to Carolinian Gordon's stories about the Civil War.

Pictures of the teachers will be hung in the hall, which is housed in a former library near the Emporia State University and the surrounding community have now have a hall of fame. Emporia State University and the surrounding community have opened what is believed to be the only National Teachers Hall of Fame. Last month five teachers from across the country were

**PORTRAIT****6th-Generation Texan Takes On 'Trendy Nonsense'**

By KATHERINE S. MANGAN

DALLAS

Wearing a Stetson and protected by skin "as thick as an old buffalo's," Melvin E. Bradford invites controversy nearly everywhere he goes, whether he's blasting college's efforts to make their curriculum multicultural or challenging assumptions of racial equality.

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Melvin E. Bradford: "The more privileges black Americans have had, the worse they seem to do."

themselves in the foot." He says, as an example, that too many single black women are mothers.

When he travels to the North to deliver a lecture, "I always wear my Stetson hat, and I think my speech gets a little thicker." At home, in friendlier territory, he is generally popular with students and rarely discusses his views on race and equality. The university has no full-time black faculty members, and black students contacted by *The Chronicle* were unfamiliar with Mr. Bradford's more controversial views. Further, since no one has been pushing the university to revise its curriculum, he hasn't attracted much attention with his statements on multiculturalism.

**'Well Liked as a Teacher'**

"His views aren't necessarily applauded by everyone, but he's well liked as a teacher," says Mark Zuniga, a senior who serves as editor in chief of the campus newspaper, *University News*.

"This is a conservative university," he adds, "and a lot of students appreciate the stands he takes. They may not yearn for a return to the antebellum South, but they certainly like the positions he takes on more modern issues like abortion and the necessity for morality in law."

Although he says he has no political ambitions himself, Mr. Bradford worked on George Wallace's 1972 campaign for President, and more recently, wrote newspaper editorials on behalf of Patrick Buchanan when he was running for the Republican Presidential nomination. "I have some gifts in the rough and tumble of Texas politics, but I'm a school teacher," he says. "That's a high enough calling for me."

He adds: "They knew he occasionally makes a progressive noise, and I generally don't."

Part of that myth, he says, is the assumption that he is racist.

"I'm not a scientific racist," Mr. Bradford says. "But blacks as a group have been here a long time and, for some reason, making them full members of our society has proven almost impossible. They remain outside. The more privileges black Americans have had, the worse they seem to do."

He says people are equal in matters covered by the law, but that "endless attempts at social engineering" to give people "equality of condition" are destructive. Those who believe everyone is entitled to equal opportunities, he says, "create unfounded expectations," because some people simply aren't equipped to succeed. ■

"At the core of it is black private life—those things we can't legislate and can't control," he continues. "I have a deep suspicion that in matters that affect the course of their lives, blacks habitually shoot

## Scholarship

A new surgical technique for removing gallbladders was the hottest subject of scientific research in 1991, according to the publication *Science Watch*.

The newsletter's editors scanned data bases in more than 8,000 areas of science to look for groups of published papers indicating rapidly emerging areas of research.

Although the technique for removing gallbladders, known as a laparoscopic cholecystectomy, was invented in 1987, *Science Watch* says the method is being refined quickly.

Under the procedure, surgeons use a fiber-optic cable to watch as they manipulate their instruments through small incisions. Then surgeons remove the gallbladder through the incisions, without having to slice open the abdomen.

Second on *Science Watch*'s list was research on the effect of serotonin, a substance contained in some blood cells. In some patients with heart disease, scientists have discovered that serotonin constricts blood vessels, worsening the symptoms of the disease, instead of expanding the vessels as it usually does.

Although biomedical research dominated the top of *Science Watch*'s list, chemistry and physics also had a place in the Top 10, with such topics as buckyballs, a newly discovered form of carbon; and matter-wave interferometers, which are used to explore the basic properties of atoms and radiation.

**The Police Department in Buffalo may get some ideas about how to make its drug-enforcement efforts more efficient from a mathematical model developed by industrial engineers at the State University of New York at Buffalo and Carnegie Mellon University.**

Alok Baveja, a doctoral student at Buffalo and the principal researcher, spent 10 months accompanying city police officers on their beats, observing crackdowns on drug dealers, and interviewing police officials to get a "holistic picture" of enforcement efforts—not only how the police operate, but also how drug dealers behave. From his findings, he developed a mathematical model indicating how the Buffalo police might best allocate their resources to fight drugs.

His equations show, for example, that enforcement efforts are most successful when the money spent on a crackdown exceeds the total drug profits in a given "market," or neighborhood.

He also found that sometimes the best approach is to vary the intensity of enforcement, keeping dealers off guard.

Mr. Baveja said his research, which has not yet been published but has received some publicity, had piqued the interest of state officials in Illinois; but that the Buffalo police had so far been mostly silent.

"They said they're going through it very carefully," he said.



FROM THE MARK TWAIN PROJECT OF THE BANCROFT LIBRARY

### A Scholar's Provocative Question: Was Huckleberry Finn Black?

A forthcoming book may revise the way critics look at American literature and define multiculturalism

By Karen J. Winkler

ERNEST HEMINGWAY once wrote that "all modern American literature comes from one book by Mark Twain called *Huckleberry Finn*." Published in 1884, the novel has found a place at the very center of the American literary canon.

Now a University of Texas scholar is asking, "Was Huck black?"

In a book to be published by Oxford University Press next spring, Shelley Fisher Fishkin argues that Twain based much of what scholars say was innovative about the character and language of his protagonist, Huck, on a black child he met in the 1870's. Further, Ms. Fishkin says, Twain drew on boyhood memories of the rhetorical style of a black slave to help him develop a new genre of social commentary.

Ms. Fishkin's book, *Was Huck Black? Mark Twain and African-American Voices*, is likely to have a major impact, not just on the way scholars interpret a mainstay of the American literary canon, but also on the way scholars define that canon. By calling attention to the way multicultural voices have influenced mainstream literature, it suggests that traditional views of the dichotomy between majority and minority cultures may be flawed. In so doing, the book gives the term multiculturalism a new meaning.

Literary critics have viewed the publication of *Huckleberry Finn* as a watershed, both legitimizing the vernacular voice of an uneducated narrator and forging a new comic genre. But critics have traced the roots of the novel and its narrator to white sources, ranging from the humorous literature of the American Southwest to an outcast named Tom Blankenship, whom Twain knew as a boy. They have generally looked to black sources only for Twain's portraits of black characters.

For example, Ms. Fishkin cites boys' penchant for repetition and boys' fondness for coining new words, their understanding of the adult world, and aversion to cruelty that set Huck off from his more sadistic precursors in Southern satiric literature.

**A Conception of Satire**

"Many of the elements of syntax and diction were recognized as characteristic of the speech of African Americans in Twain's day, and have been ascribed to 'Black English' in our context of recent scholarship that has placed a black rhetorical style derived from the potential of a vernacular narrative language." Ms. Fishkin points out, "I believe Jimmy may have sparked in Twain a desire to coin new words, as 'signifying'—a way of saying things indirectly and of giving words a double meaning."

Twain may have had another model: Jerry, whose satiric pranks the young Twain used to sneak out of his house to hear. Jerry may have inspired both Huck's role as a trickster and his conception of satire, Ms. Fishkin says.

**Dazzling Detective Work**

Scholars who have read Ms. Fishkin's manuscript say that it is more than just a call for future research on the intermingling of cultures; it serves as a model for how such research should be pursued.

Mr. Gates, a professor of English and

intellectual edifice; the idea just kept her up in the night.

She was working on a book about Twain's unpublished or little-known writings on race when she came across an article he had written in *The New York Tribune* in 1874, two years before he started on *Huckleberry Finn*. Entitled "Sailor Jimmy," the article described a black whom Twain called "the most articulate, and exhaustless talker I ever met across."

That description rang a bell, and Fishkin set out to compare Jimmy with that of another artless narrator, Huck. She had planned to include a search in a chapter of her book on race, "but arguments about the basis of Huck kept waking me up at 3 a.m.," she says.

Taking time out from her original project, she decided to expand her work on *Huckleberry Finn*. In the resulting manuscript, she draws on a wide range of scholarly analyses of Huck's language and character and shows their striking similarity to that of Jimmy.

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**Huckleberry Finn**

The book we think of as quintessentially American, he allowed black voices the most play to mix with white voices," Ms. Fishkin says.

While some folklorists and historians have argued that class cut across racial lines in the South to forge a common culture among poor black and white people, literary critics have been slow to look at that kind of cultural mixing, she says.

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have long discussed—the sources of the author's language.

Victor Fischer, an associate editor of the *Mark Twain Papers* at the University of California at Berkeley, says that although there is documentary proof that Jimmy was a real child, "I have some reservations about whether he could have served as much as a model for Huck as Shelley says. That requires an act of intuition after the fact."

He adds: "But what resonates for me, as I think it would have for Clemens, is Shelley's synthesis of all the different linguistic models he drew upon, including hitherto unacknowledged African-American voices."

#### Twain's Racial Attitudes

Other scholars believe Ms. Fishkin's work adds nuances to the debate about Twain's attitudes toward race. Researchers have long disputed whether Twain was a racist product of his times, or a humanitarian who transcended them. They have found evidence for both views in his portrayal of black characters, whom he treated with compassion, but whom he often called "nigger" and portrayed in stereotyped fashion.

"We know Twain was sympathetic to black people, but there's always been disagreement about just how much he was willing to let that sympathy show in his fiction," Mr. Sloane says. "Shelley shows Twain synthesizing his sympathy into art."

For Ms. Fishkin, the point is not whether Twain's use of black voices was conscious or unconscious—that, she says, she cannot answer. And she acknowledges that his portrayal of black characters, like Jim in *Huckleberry Finn*, was often limited.

"But Twain's imagination was multicultural—and that has important implications for the way we study American literature. We have to pay more attention to African-American culture and tradition, even when we study the canon," she says.

Indeed, some scholars see Ms. Fishkin's book as a signpost, indicating a new direction for literary scholars to follow in thinking about the meaning of multiculturalism.

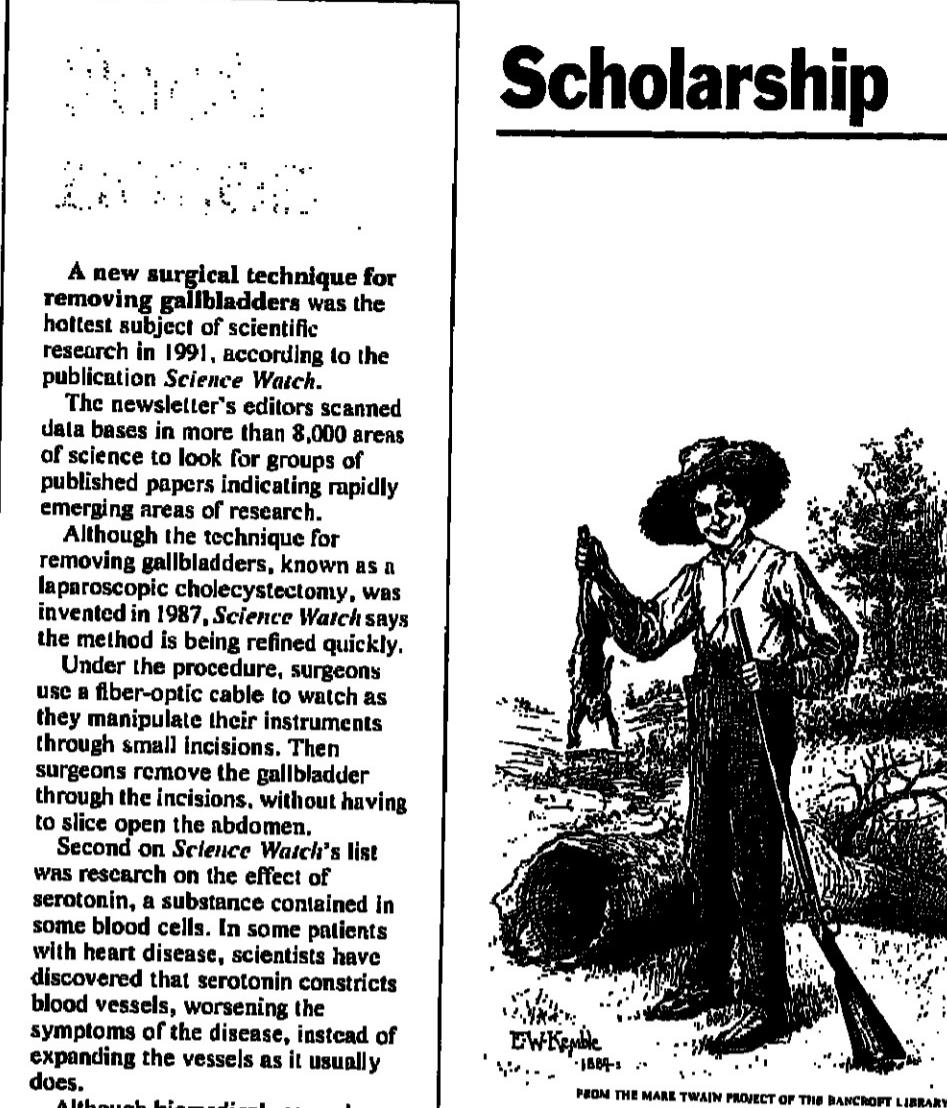
#### Looking at Cultural Contact

Mr. Gates says: "When I was a student in the 1960's, my professors still thought of the great American tradition as white and male, and that was about it. Then, from the late 1960's on, some of us began to analyze a self-contained black tradition as a corrective. Now people are beginning to look at cultural contact."

African-American novelists such as

*Continued on Following Page*

## Scholarship



FROM THE MARK TWAIN PROJECT OF THE BANCROFT LIBRARY

A new surgical technique for removing gallbladders was the hottest subject of scientific research in 1991, according to the publication *Science Watch*.

The newsletter's editors scanned data bases in more than 8,000 areas of science to look for groups of published papers indicating rapidly emerging areas of research.

Although the technique for removing gallbladders, known as a laparoscopic cholecystectomy, was invented in 1987, *Science Watch* says the method is being refined quickly.

Under the procedure, surgeons use a fiber-optic cable to watch as they manipulate their instruments through small incisions. Then surgeons remove the gallbladder through the incisions, without having to slice open the abdomen.

Second on *Science Watch's* list was research on the effect of serotonin, a substance contained in some blood cells. In some patients with heart disease, scientists have discovered that serotonin constricts blood vessels, worsening the symptoms of the disease, instead of expanding the vessels as it usually does.

Although biomedical research dominated the top of *Science Watch's* list, chemistry and physics also had a place in the Top 10, with such topics as buckyballs, a newly discovered form of carbon; and matter-wave interferometers, which are used to explore the basic properties of atoms and radiation.

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In a book to be published by Oxford University Press next spring, Shelley Fisher Fishkin argues that Twain based much of what scholars say was innovative about the character and language of his protagonist, Huck, on a black child he met in the 1870's. Further, Ms. Fishkin says, Twain drew on boyhood memories of the rhetorical style of a black slave to help him develop a new genre of social commentary.

Ms. Fishkin's book, *Was Huck Black?*

*Mark Twain and African-American Voices*, is likely to have a major impact, not just on the way scholars interpret a mainstay of the American literary canon, but also on the way scholars define that canon. By calling attention to the way multicultural voices have influenced mainstream literature, it suggests that traditional views of the dichotomy between majority and minority cultures may be flawed. In so doing, the book gives the term multiculturalism a new meaning.

Literary critics have viewed the publication of *Huckleberry Finn* as a watershed, both legitimizing the vernacular voice of an uneducated narrator and forging a new comic genre. But critics have traced the roots of the novel and its narrator to white sources, ranging from the humorous literature of the American Southwest to an outcast named Tom Blankenship, whom Twain knew as a boy. They have generally looked to black sources only for Twain's portraits of black characters.

Both approaches were too narrow, says Ms. Fishkin, a professor of American studies at the University of Texas at Austin. "Literary criticism has been segregated. The assumption has been that white texts grew out of a white tradition, black texts

out of a black tradition. I'm suggesting that African-American voices have helped shape what we have thought of as mainstream American literature."

#### 'A Samson Thing on the Church'

For Twain scholars, says Justin Kaplan, a Pulitzer Prize-winning biographer of Twain, "the book will shake things up considerably."

He added: "We knew Twain's prose came out of a Mississippi River tradition, but no one has put the evidence together to claim he drew on black rhetoric in this way."

For the humanities in general, Ms. Fishkin's argument shows that the very terms of the multiculturalism debate today are "incorrect," says David Bradley, a novelist and a professor of English at Temple University. "One side wants to keep canonical texts in the curriculum, the other to throw them out. Both assume that works that have been acknowledged as the test of time are emblematic of white European culture. Shelley blows that argument out of the water."

"She's done a Samson thing on the whole damn church," he adds. Ms. Fishkin didn't set out to topple an

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intellectual edifice; the idea just kept rising her up in the night.

She was working on a book about Twain's unpublished or little-known writings on race when she came across an article he had written in *The New York Times* in 1874, two years before he started writing *Huckleberry Finn*. Entitled "Soul Jim," the article described a black boy whom Twain called "the most artless, simple, and exhaustless talker I ever met across."

Thus description rang a bell, and Ms. Fishkin set out to compare Jim's talk with that of another artless narrator, Tom Sawyer. She had planned to include her research in a chapter of her book on Twain and race, "but arguments about the genesis of Huck kept waking me up at 3 a.m.," she says.

Taking time out from her original project, she decided to expand her work on *Huckleberry Finn*. In the resulting manuscript, she draws on a wide range of scholarship and analyses of Huck's language and character, and shows their striking similarity to that of Jim.

For example, Ms. Fishkin cites Tom Sawyer's penchant for repetition and verbs, for coining new words, their lack of understanding of the adult world, and their aversion to cruelty that set Huck off from his more sadistic precursors in Southern satiric literature.

**A Conception of Satire**  
"Many of the elements of syntax and diction were recognized as characteristic of the speech of African Americans in Twain's day, and have been ascribed by linguists to 'Black English' in our own day," Ms. Fishkin points out. "I believe in the context of recent scholarship that has argued that *Huckleberry Finn* may have sparked in Twain a sense of the potential of a vernacular narrative derived from slavery. She likens the style Twain developed to that described by Henry Louis Gates, Jr., as "signifying"—a way of saying indirectly and of giving words a double meaning.

Twain may have had another model in mind: a slave named Jerry, whose satire preceded him. Jerry used to sneak out of his house to hear Jerry may have, indeed, been saying that all of Twain's work was shaped by black voices, but that in

Ms. Fishkin's conception of satire, Ms. Fishkin says,

she shows that, in an article published after his death, Twain used similar language to describe Jerry and Huck Finn when he introduced the character in *Tom Sawyer*.

While some folklorists and historians have argued that class cut across racial lines in the South to forge a common culture among poor black and white people, literary critics have been slow to look at that kind of cultural mixing, she says.

#### Dazzling Detective Work

Scholars who have read Ms. Fishkin's manuscript say that it is more than just a call for future research on the intermingling of cultures; it serves as a model for how such research should be pursued.

Mr. Gates, a professor of English and

Afro-American studies at Harvard University, calls the work "a dazzling and highly convincing bit of detective work."

Louis J. Budd, who has written on Twain and is a professor emeritus of English at Duke University, describes it as "a substantive piece, based on hard research, that reads with enormous conviction."

David E. E. Sloane, a professor of English at the University of New Haven and president of the Mark Twain Circle of America, a scholarly group, says: "It blew me away. I started reading it on an airplane and first I thought 'Good.' Then 'Great.' Then 'Wow!'"

For Twain scholars, Ms. Fishkin's work raises new questions about a topic they

have long discussed—the sources of the author's language.

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*Continued on Following Page*



WILL VAN OVERLAET FOR THE CHRONICLE

## A Scholar's Provocative Question: Was Huckleberry Finn Black?

*Continued From Preceding Page*

Ralph Ellison and David Bradley, who have noted that canonical authors influenced their own work, have been among the first to call attention to the intermingling of cultures. Mr. Ellison told Ms. Fishkin in an interview that, when he was a child, Twain's language so resonated with his own experience that he nicknamed his brother "Huck."

Mr. Bradley says that academics have been slow to explore the interrelationship between black and white culture. "Mostly, this kind of talk has come from people on the fringes—writers outside academe."

### Getty Trust Names Postdoctoral Fellows in History of Art

The J. Paul Getty Trust has announced the names of recipients of the 1992 J. Paul Getty Postdoctoral Fellowships in the History of Art and the Humanities. The 15 scholars, who received their doctorates within the past six years, were each awarded stipends—for use wherever they like—"designed to free them at the beginning of their professional careers to pursue research and writing."

Following are the names of the scholars, their institutional affiliations, and the subjects of their research.

Stanley Abe, assistant professor, San Francisco State U.; ordinary images—non-elite Chinese art and culture of the fifth and early sixth centuries.

Frederick Boher, assistant professor, Ford College; a new antiquity—Assyria, exoticism, and representation.

Anne Burke, assistant professor, U. of Chicago; Chen Hongshou, poet-painter of the late Ming period, and the languages of self-representation.

Catherine Campbell, assistant professor, U. of Alberta; art in the communal court—San Gimignano.

Edward de Beuck, curator, Museum of Ethnology (Rotterdam, the Netherlands); the language of spatial organization in Moche art, Peru, 100 B.C.-A.D. 650.

Johanna Drucker, assistant professor, Columbia U.; late 19th-century inscription, visibility, and interpretation.

Lisa Drucker, assistant professor, Hobart and William Smith Colleges; sexual difference and the allegorized body in the work of Peter Paul Rubens.

Laurence Gomard-Marchant, independent scholar, France; minerals and textiles in real and painted decoration in Italy from late antiquity to the quattrocento.

Saleh Hassan, assistant professor, State U. of New York at Buffalo; the life and works of Malam Haruna—the African artist as an individual creative personality.

Hubertus Kohle, assistant professor, Ruhr U. Bochum (Germany); Adolph von Menzel's Friedlicherden—studies in the relationships between politics and aesthetics in Berlin in the mid-19th century.

Nicholas Mirzoeff, assistant professor, U. of Texas at Austin; silent poetry—deafness and visual representation, 1750-1920.

Karen Pinkus, assistant professor, Northwestern U.; daily regimes—the iconography of the body in Italian advertising of the 1930's.

Anne-Marie Sankovitch, independent scholar, New York; flamboyant Paris.

Susan Stremmel, fellow, Columbia U.; image against word—the anti-narrative reading image in 19th-century painting.

John Stein, assistant professor, U. of California at Irvine; the rhetoric of the colorful and the colorless—American photography and material culture between the wars.

"I think there is going to be blood on the floor, because some people who have made their academic reputations defining a separate black tradition will interpret Shelley's book as very threatening," he adds.

#### Overlapping Racial Traditions

Other scholars say Ms. Fishkin's work does not so much deny the existence of separate black and white traditions in America, as call attention to the ways in which they have overlapped. In that, she joins a small but growing chorus in academe raising new questions about the nature of the literary canon. Such critics as Arnold Rampersad,

Werner Sollors, Eric Sundquist, and Richard Yarborough, for example, have begun to examine the

released this year, the novelist Toni Morrison calls for an examination of the way race and the 400-year presence of black people in the United States have influenced mainstream American writers.

"Through significant nuanced conflicts, through the way writers peopled their work with the signs and bodies of this presence—one can see that a real or fabricated Africanist presence was crucial to their sense of Americanness," writes Ms. Morrison.

Mr. Rampersad, a professor of literature and American studies at Princeton, sees Ms. Fishkin's work as "a wonderful response to Toni Morrison's challenge, and a

cross-fertilization between black and white writing and music. In her book *Playing in the Dark*,

Scholar

step—a major step—in the recognition of the interface between black and white cultures in the United States."

Mr. Yarborough, a professor of English at the University of California at Los Angeles, says: "When looking at black literature alone, not studying it as part of American culture, can avoid without the other approach. It leaves issues of race to literary studies—or of gender to women's studies—we run the risk of polarizing them. But we're not at a point in society or in the academy where we can afford to stop paying attention to black literature in our right."

He adds: "We're not there. But work like Shelley's book moves us further along."

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Many people could name some of the men who were prominent writers of the Harlem Renaissance period—novelists and poets such as Langston Hughes, Claude McKay, and Jean Toomer. But what about the women?

That's what Marcy Knopf began to wonder after taking a course on female American writers at the University of Cincinnati two years ago. For the course, Ms. Knopf read a novel called *Plum Bun* by Jessie Redmon Fauset, who wrote during the period. "I loved this book, and I wanted to know more about her," she says.

One day in New York she visited the Schomburg Center for Research in Black Culture and began searching through the microfilm, looking for other work by Fauset. She found several more stories as well as four novels and many reviews and translations.

That piqued her curiosity about other black women writing during the Harlem Renaissance who had faded from public view. "Like many things, with the men of the Harlem Renaissance, you could find reprints of their work. But not for the women," Ms. Knopf says. While still a student, she put together a proposal for an anthology of their writings and sent it off to Rutgers University Press.

Rutgers had already published a collection of women's poetry of the Harlem Renaissance, and Ms. Knopf's proposal fitted well with the press's interests, says Leslie Mitchner, executive editor at the press. "My biggest concern wasn't her age but how the academic community would respond to a white woman academic doing a project like this," Ms. Mitchner says. After discussing the proposal with several black woman scholars, all of whom expressed

great interest in the project, she offered Ms. Knopf a contract.

Rutgers plans to release the book, tentatively called *Harlem Renaissance Stories by Women*, next spring. Ms. Mitchner calls it the first definitive edition of short stories by black women writers of the period. It includes works by Jessie Redmon Fauset as well as Nella Larsen, Alice Dunbar-Nelson, and Zora Neale Hurston, probably the best-known woman writing at the time. The book includes an introduction by Ms. Knopf on the history of the period and a foreword by Nelle Y. McKay.

Although she bears the same name as one of the most prominent publishing houses in the country, Ms. Knopf, recently graduated from Cincinnati and now a marketing assistant at Oxford University Press, says she is no relation to the founders of Alfred A. Knopf Inc.

Scholar

of discoveries in astrophysics, but that can't be displayed on paper.

Mr. Abt, an astronomer at the National Optical Astronomy Observatory in Tucson, Ariz., says the videos won't replace the written journal, which is published three times a month, but will serve as a supplement to some of the issues. Papers that include moving pictures of simulations or astronomical observations will be compiled in a single issue of the journal, which will be sent to subscribers with a video tape. Mr. Abt plans to publish the video text twice a year—or more frequently, if the format proves popular with authors and subscribers.

Mr. Abt got the idea from recent meetings of the American Astronomical Society, where a dozen or so authors brought videos of computer simulations to illustrate their talks. A computer simulation, he says, "is not the kind of thing you can illustrate very well in a couple of graphs in captions. So, I thought, hey, why not try it in the journal?"

The first issue of the video will feature five segments—four of which are computer simulations and a fifth that depicts an unusually clear observation of the sun superimposed with data gathered on the sun's magnetic fields. Mr. Abt says the 50-minute video will cost about \$6 a subscriber to produce and mail.

Adrian L. Melott, an astrophysicist at the University of Kansas who has a computer simulation in the journal's first video, says the format will be a useful tool for scientists. By looking at data in a computer simulation, he says, "the eye can make out a lot more relationships than in graphs and equations."

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

*Colonial Frontiers in Amazonia*, by Mathias Schimk and Charles H. Wood (Columbia University Press; 418 pages; \$35). Shows how national and international forces have shaped competition among social groups for control of a frontier region in Pará, Brazil.

*Alto São Paulo: Ethnicity and Social Mobility*, by Scott Rushforth and Steven Upham (University of Texas Press; 312 pages; \$35 hardcover, \$14.95 paperback). Uses case studies of Hopi Indian history to evaluate different anthropological theories of historical persistence and change.

*The World of the Swahili: An African Medieval Civilization*, by John Middleton (Yale University Press; 320 pages; \$19). Combines anthropology and history in a study of the Swahili-speaking coastal communities of East Africa.

### ART AND ARCHITECTURE

*Homes in the Heartland: Balloon Frame Houses of the Upper Midwest, 1850-1900*, by Fred W. Peterson (University Press of Kansas; 311 pages; \$35). Traces the spread of a new approach to wood-frame construction that was made possible by the production of machine-made nails and dimension-cut lumber.

*The Fabrication of Louis XIV*, by Peter Burke (Yale University Press; 288 pages; \$35). Explores the relationship between art and power in a study of representations of the French king over the many decades of his reign.

*Impossible Individuality: Romanticism, Nationalism, and the Origins of Modern*

### HISTORY

*The Battle for Coal: Miners and the Politics of Nationalization in France, 1940-1950*, by Darryl Holter (Northern Illinois University Press; 264 pages; \$35). Discusses the mining industry's shift from private to nationalized production, as well as the politics of its role in post-war economic recovery.

*Elizabeth II and Parliament, 1952-1980*, by Wallace T. MacCaffrey (Princeton University Press; 552 pages; \$65). The final book of three volumes on Elizabethan politics; topics include the Queen's reluctant pursuit of war with Spain, and the conquest of Ulster.

*The Fabrication of Louis XIV*, by Peter Burke (Yale University Press; 288 pages; \$35). Explores the relationship between art and power in a study of representations of the French king over the many decades of his reign.

*Impossible Individuality: Romanticism,*

### LINGUISTICS

*Mental Grammar: Russian Aspect and Related Issues*, by Per Durst-Andersen (Slavica Publishers; 268 pages; \$18.95).

Develops a framework for the analysis of the relations between aspect and verbal, sentential, and utterance meaning.

*The Origins of the Slave: A Linguistic*

*View*, by Zbigniew Ojala (Slavica Publishers; 462 pages; \$26.95). Uses linguistic

*Continued on Following Page*

# Performance In A Class By Itself

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\*As of April 30, 1992. For more complete information about Fidelity mutual funds, including fees and expenses, call for free prospectuses. Read them carefully before you invest or send money.

**NEW SCHOLARLY BOOKS**

*Continued From Preceding Page*  
etic data to trace the obscure, historical origins of the Slavic people.

**LITERATURE**

*The Aesthetics of James Joyce*, by Jacques Alibert (Johns Hopkins University Press; 208 pages; \$28). Considers such topics as Joyce's views on Coleridge, Hegel, Nietzsche, and Ruskin.

*Brander Matthews, Theodore Roosevelt, and the Politics of American Literature, 1880-1920*, by Lawrence J. Oliver (University of Tennessee Press; 272 pages; \$29.95). Discusses the American writer, critic, and scholar's major influence on New York's literary establishment, as well as his friendship with Roosevelt, who is described as a frequent ally in Matthews' cultural causes.

*Fictions of Authority: Women Writers and Narrative Voice*, by Susan Snader Lanson (Cornell University Press; 304 pages; \$39.95 hardcover, \$12.95 paperback). Identifies and analyzes "authorial," "personal," and "communal" voices in novels by American, English, and French writers since the 1740's.

*H.D.'s Freudian Positions: Psychoanalysis in Her Fiction*, by Diane Chisholm (Cornell University Press; 304 pages; \$38.95). Explores the American poet's interpretation of transference, narcissism, masochism, and other concepts articulated by Freud, with whom she engaged analysis in 1933.

*Imagining the Child in Modern Jewish Fictions*, by Naomi B. Sokoloff (Johns Hopkins University Press; 264 pages; \$29.95). Draws on the work of Mikhail Bakhtin and other theorists in a study of English, Hebrew, and Yiddish texts that use their depictions of children to explore Jewish self-concepts.

*Letters of Old Age: "Remum Sanctum Libri Tavim,"* by Francis Petrarch, translated by Aldo S. Bernardo, Saul Levin, and Rita A. Bernardo (Johns Hopkins University Press; the two-volume set has 736 pages and costs \$85). Translation of 128 letters written by the Italian poet from about 1361 to 1373.

*Multicultural Autobiography: American Lives*, edited by James Robert Payne (University of Tennessee Press; 376 pages; \$39.95 hardcover, \$18.95 paperback). Discusses autobiographical writing by Americans of various ethnic and racial backgrounds.

*Translations of Power: Narodism and the Unconscious in Epic History*, by Elizabeth J. Stichbury (Cornell University Press; 272 pages; \$38.95 hardcover, \$14.95 paperback). Draws on Freudian and Lacanian psychonanalytic studies of Virgil's *Aeneid*, Ariosto's *Orlando Furioso*, Tasso's *Gerusalemme Liberata*, and Spenser's *The Faerie Queene*.

*A Walk of Relationship: Women in the Short Fiction of Mary Wilkins Freeman*, by Marcia Reichardt (University Press of Mississippi; 200 pages; \$28.50). Explores the image of female rebellion and acquiescence in works by the American writer who lived from 1852 to 1930; also available, edited by Ms. Reichardt, is *The Uncollected Short Stories of Mary Wilkins Freeman* (356 pages; \$40 hardcover, \$16.95 paperback).

**MUSIC**  
*The Angel's Cry: Beyond the Pleasure Principle in Opera*, by Michel Polnareff, translated by Arthur Denner (Cornell University Press; 256 pages; \$22.95). Translation of a 1986 French study of the emotional appeal of opera.

*Charles Ives: "My Father's Song": A Psychoanalytic Biography*, by Stuart Feder (Yale University Press; 396 pages; \$35). Shows how the American composer was influenced in life and in memory by his relationship with his father, a Connecticut village handmaster who died when Charles was 20.

**PHILOSOPHY**  
*Alexander of Aphrodisias: On Aristotle's "Metaphysics 2 & 3"*, translated by William E. Dooly and Arthur Madigan (Cornell University Press; 224 pages; \$47.95). Translation of two books of a third-century Greek philosopher's commentary on books two and three of Aristotle's *Metaphysics*.

*Simplicius: Commentaries on Plato and Time*, translated by J. O. Urmson (Cornell University Press; 160 pages; \$47.95). Translation of a work by the 6th-century Greek Neo-Platonist philosopher.

*The Terms of Cultural Criticism: The Frankfurt School, Educationism, Post-*

feminist approach to the concept of political obligation.  
*Self/Power/Other: Political Theory and Dialogical Ethics*, by Romand Coles (Cornell University Press; 224 pages; \$29.95). Focuses on the thought of St. Augustine, Michel Foucault, and Maurice Merleau-Ponty in a study of the relationship among self, ethics, and power.

**POLITICAL SCIENCE**

*Common Law and Liberal Theory: Coke, Hobbes, and the Origins of American Constitutionalism*, by James R. Stoner, Jr. (University Press of Kansas; 208 pages; \$15). Discusses the jurist Edward Coke (1552-1634) and the philosopher Thomas Hobbes (1588-1679) as representatives of two traditions that shaped American constitutionalism.

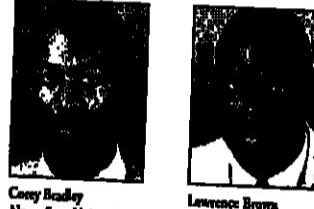
*Rethinking Obligation: A Feminist Method for Political Theory*, by Nancy J. Hirschmann (Cornell University Press; 308 pages; \$39.95 hardcover, \$15.95 paperback). Draws on the "gender psychology" of Nancy Chodorow, Carol Gilligan, and other theorists to develop a

*Acting Gay: Male Homosexuality in Modern Drama*, by John M. Clum (Cornell University Press; 300 pages; \$29.95). Analyzes American and British plays dealing with male homosexuality, and considers taboos concerning the presentation of aspects of gay male life.

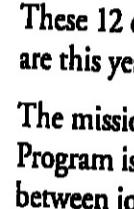
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## Here are a dozen new ways to improve journalism.



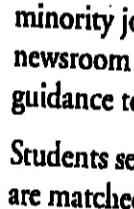
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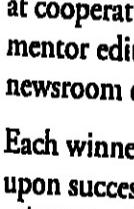
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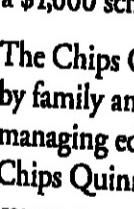
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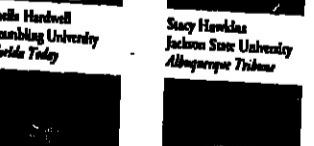
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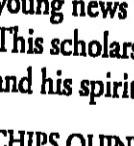
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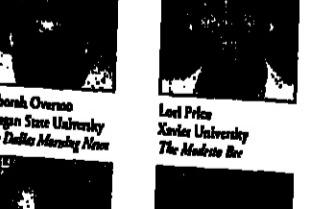
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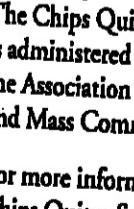
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## Personal & Professional

### TIAA Predicts That Interest Rates for Retirement Fund Will Remain Stable

Detailed report issued on investment performance

By DENISE K. MAGNER

NEW YORK

In a move designed to increase the confidence of its policy holders, the Teachers Insurance and Annuity Association has given participants a more detailed look than usual at its investment performance in 1991. TIAA officials also said interest rates on retirement savings are likely to remain stable in 1992 after a long downward spiral.

Some members suggested that a lack of growth in teaching productivity had driven up the relative price of tuition, compared with the prices charged by suppliers of other goods and services, who have become more productive.

The group did not discuss how productivity in the classroom should be measured. But some members did express concern that teaching was being conducted largely as it had been in the past, despite the pace of innovations in many other areas.

Lees College officials aren't wild about the kind of publicity the battered two-year college has been getting lately. But they're hoping to change that.

Last month the college hired a public-relations firm and held a press conference at which it distributed glossy information packets that contained, among other things, a preliminary report from the regional accrediting association.

Bitter feuding between the 24-member faculty and the president and trustees over issues of academic freedom and governance has drawn widespread attention to the Presbyterian-affiliated college.

Last month, Lee's president, William B. Bradshaw, resigned under pressure. At the press conference, the college announced that Charles M. Derrickson, a dean at Morehead State University and a Lee's alumnus, would take over as interim president August 1.

Despite the college's release of the accrediting report, officials at the Southern Association of Colleges and Schools have decided—"in light of the many administrative, faculty, and curricular changes"—to send another investigating team to Lee's this fall. About half the faculty members have left or been dismissed this year.

Some professors were dumbfounded by the findings of the first accrediting team and complained that it ignored academic freedom violations. The report said that in the "collective mind of many dissident faculty, the concept of academic freedom has been enlarged well beyond its meaning in the [accrediting] criteria."

Meanwhile, a group of ministers has asked the Presbyterian church hierarchy to investigate Lee's.



Thomas W. Jones of TIAA: "We do not expect any further impact on our participants from the conditions of the mortgage and real-estate market."

cumulations put into TIAA in previous years will also remain the same.

"We do not expect any further impact on our participants from the conditions of the mortgage and real-estate market," said Thomas W. Jones, executive vice-president of finance and planning, in an interview at the giant pension system's offices here.

**Critics Question Practices**

Critics in higher education, concerned about the falling rates, have been questioning TIAA's investment practices. Pointing to its significant investments in mortgages and real estate, the critics have called on the company to provide more information about the quality of its investments and how the slump in the real-estate market will affect TIAA and its policyholders.

TIAA's new report about its investment performance last year was issued as a supplement to TIAA-CREF's 1991 annual report. Each year, TIAA-CREF issues an annual report covering the two companies. TIAA provides a supplement—to those participants who request it—describing its investments.

The 1991 supplement contains more detailed information than previous reports. While the 1990 supplement was a gray document with six pages of explanation, the 1991 version is printed on glossy paper and contains 20 pages of explanation complete with color pictures and graphics.

Some TIAA participants, however, said the 1991 report still fell short of providing significant new details. "At least as far as I was able to compare, I didn't find substantial

new information in the supplement," said Ernst Benjamin, general secretary of the American Association of University Professors. He has been among those critics raising concerns about TIAA's investments. "What it does not have is the specifics about its real-estate investments."

In an article published this year in *Academe*, the magazine of the AAUP, Richard T. Garrigan, a professor of finance at DePaul University, called for more disclosure in the TIAA investment supplement. He said, for example, that the TIAA report should list and describe any mortgages or bonds that are in default. The 1991 supplement does not list the fund's mortgage and real-estate assets but does list its securities.

"Questions about future earnings at life insurance companies with substantial investments in commercial mortgages and real estate are especially pertinent now," Mr. Garrigan wrote in *Academe*.

**1.3% of Assets in Government Bonds**

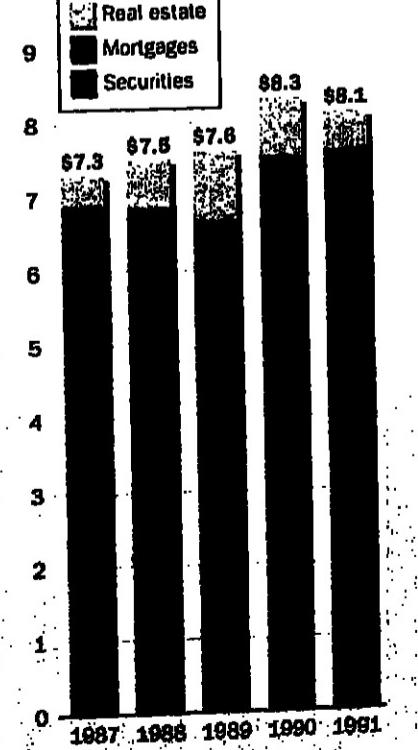
Louis R. Morrell, vice-president and treasurer at Rollins College and a long-time observer of TIAA, said many policyholders did not understand the nature of TIAA's investments and did not realize some risk was involved. "A lot of people thought the TIAA money was in government bonds," he said. In fact, according to the 1991 investment supplement, only 1.3 per cent of TIAA's total invested assets in 1991 were in government bonds.

The report shows TIAA had \$34.5-billion in invested assets at the end of 1991, with

*Continued on Following Page*

**TIAA Annual Investment Purchases**

In billions



## TIAA Foresees Stable Interest Rates for Retirement Fund

**Continued From Preceding Page**  
50.1 per cent in securities, 38.4 per cent in mortgages, 10 per cent in real-estate holdings and 1.5 per cent in other assets.

A review of the 1991 TIAA investment supplement shows the following trends:

■ The downturn in the real-estate market prompted TIAA to reduce dramatically the amount of new real-estate investments in 1991, in favor of securities. The company made about \$8-billion

worth of new investments in 1991. Nearly 79 per cent of them were in securities; only 21 per cent were in real estate and mortgages. In 1990, by comparison, nearly 42 per cent of the company's new investments were in real estate and mortgages, and 58 per cent were in securities.

"We still have an appetite for good mortgage and real-estate investments," he said. But he added,

only 2.6 per cent of TIAA's mortgage holdings were below investment grade.

■ Nearly 45 per cent of TIAA's mortgage holdings involved office buildings and almost 29 per cent, shopping centers. Because the market for office buildings "remains severely overbuilt nationwide," the investment report says, TIAA's most recent investments in mortgages and real estate have involved shopping centers and steered away from office buildings.

■ Over all, the net rate of return

totaled \$5.4-billion in 1991. Foreclosures—or properties acquired by TIAA because the original owner defaulted—accounted for 11 per cent of the \$5.4-billion and earned a rate of return of 0.9 per cent in 1991. About 39 per cent of the properties in the portfolio were classified as "unseasoned," meaning they were still in the process of getting tenants. Those properties earned a rate of return of 1 per cent last year. The final 50 per cent of TIAA's real-estate portfolio were "seasoned" properties, which returned 9.8 per cent in 1991.

Two years earlier, by comparison, only 7 per cent of TIAA's real-estate portfolio was acquired through foreclosures, and 60 per cent was made up of seasoned properties.

■ In 1991, TIAA had \$20.9-billion invested in mortgages. Almost 95 per cent were in good standing; however, 5.4 per cent were classified as "below investment grade," meaning the owners had been delinquent in payment for more than 90 days or were in the process of foreclosure. A year ago, in 1990,

TIAA has invested more heavily

### The National Center for Improving Science Education

Director of Development  
Barbara A. Nelson, Director

#### REQUEST FOR INFORMATION

The Center, a national leader in science education reform, is currently profiling higher-education institutions for its national study of preservice science education of elementary school teachers. The study will culminate in the publication of a comprehensive technical report that will synthesize best practice and present models and recommendations to policymakers and practitioners nationwide. If your institution has been engaged in or is planning a reform of its science curriculum for preservice elementary school teachers, we would like to hear about it so that we can profile it in our report.

We are particularly interested in receiving input on:

- effective long-standing science programs,
- new courses or programs in science content and/or methods (including clinical experiences),
- collaborations between Science and Education faculty in the design and/or teaching of preservice courses or programs,
- collaborations between universities and elementary schools to improve the science preparation of elementary school teachers, and
- applications of technology in preservice teacher education in science.

To let us know of your interest in contributing to our study, please contact us by phone, FAX, mail, or e-mail as soon as possible but no later than Monday, August 3, 1992. Once we hear from you, we will follow up by arranging an opportunity to discuss your course(s) and/or program in greater detail.

#### Contacts:

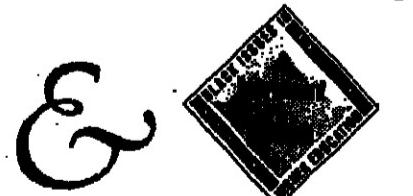
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#### Personal & Professional

in mortgages and real estate other insurance companies, Jones said, because "we were using a different investment strategy than most other insurance companies."

#### Avoiding 'Insidious Threat'

"We're in the business of insuring retirement assets," he says. "One of the most insidious threats to people's potential retirement income is the threat of inflation, particularly the asset class that performed best *vis-a-vis* inflation."

For 1992, Mr. Jones said, officials expect the company's rate of return on its investments to be 11 per cent, based on the percentages of foreclosed and below-investment-grade investments in its portfolio at mid-year.

"If you're an investor who is investing at the peak and selling at the trough, you've got a problem. That's not our situation," Jones said.

He added: "There's just no reason for us to sell assets in extremely weak market conditions. We can ride out the downturn in the real-estate cycle. I'm sure there'll be downturns again."

Policy holders can obtain a copy of the report, at no charge, by calling TIAA-CREF publications at 842-2733, ext. 5509.

#### Information Technology

### TEACHING WITH TECHNOLOGY

- Documentary videotapes examine the 'Challenger' disaster
- Genetics students will 'design' and 'mate' files on computers
- 3-D graphics program teaches sophomores about molecules
- Digitized gallery is created for the study of art movements

experiment, says Robert Desharnais, an assistant professor of biology who designed the program.

"FlyLab" provides tremendous flexibility," he says. "Students see mutations, such as curly wings or wingless, and they can actually see what the fly looks like."

Students design their parent flies in the program's "construct a fly" window, selecting from numerous possible mutations. Then they drag two flies into the "mating" window and click the "mate" button. Another window appears, showing the offspring.

Any two flies can be mated to produce more offspring, which then can be mated to produce subsequent generations.

Students study the offspring to determine which traits are inherited and in what proportions.

For more information, contact Mr. Desharnais, Department of Biology, California State University, 5151 State University Drive, Los Angeles 90032; (213) 343-2056; [biol101.earthsci.calstatela.edu](http://biol101.earthsci.calstatela.edu). —KATHERINE S. MANGAN

The question I always get from art-history students is, "Why can't I get a chance to look at slides outside of class?" Mr. Link says.

"We can't lend out those slides because they are needed by other instructors and, in most cases, we only have one copy of each slide. This seemed like a logical solution."

When it comes to color reproduction, the images on the computer screen are better than the slides shown in the classroom, Mr. Link says. In classes, students have to have enough light to take notes, and that is usually too much light to see the true colors, he adds.

Mr. Link says he hopes to digitize about 2,000 more of the department's 100,000 color slides.

For more information, contact Mr. Link, Department of Art, Western Michigan University, Kalamazoo, Mich. 49008; (616) 387-2453. —B.T.W.

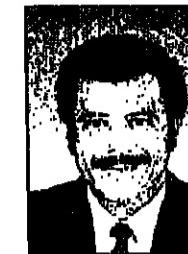
#### Briefly Noted

Rensselaer Polytechnic Institute is experimenting with a multimedia laboratory course to teach engineering students about "embedded controls," the microprocessors built into everything from automobiles to microwave ovens. The lab course, which offers video demonstrations and interactive exercises, will be required of all engineering majors by 1993-94.

In a study at the University of Illinois at Urbana-Champaign, chemistry students who completed their "wet" lab experiments with videodisk simulations did better on quizzes than students who completed the same experiments in the real lab.

Advertisement

The Learning Society:  
Uncommon Sense: A  
Conversation with Diane  
Ravitch (Part I)



By Bernard R. Gifford, Ph.D.  
Apple Computer, Inc.

"Everybody gets so much information all day long that they lose their common sense," lamented Gertrude Stein in her *Reflections on the Atomic Bomb*. That comment was made well before computers and telecommunications brought about the information explosion.

Today, more than ever, there's nothing common about common sense. Many of the education policymakers I've known over the last 20 years have been articulate; some have been inspiring; a few have been visionary. But no one has been as reliably sensible as Diane Ravitch.

As I write, I'm tempted to delete "sensible" and consult my on-line thesaurus for another word. After all, "sensible" describes a sturdy pair of shoes—the kind your parents make you buy when you want the snazzy ones in the window.

But it's the word I'm after, because it means, in part, "capable of receiving impressions from external objects." That's Diane. She constantly refers to her own experience of the world to guide her as she makes sense of the barrage of information that comes at us every day.

I recently asked for her thoughts about computers and testing, and instead of throwing facts and figures at me, she told me how it felt to take the written test that was required for a new driver's license when she moved to Washington, D.C.

"It was a computer test with 20 questions," she told me. "You had to get 15 answers right to get your license. So there was a real incentive to do well on the test, and I did. But I didn't feel the way I do when I want to please someone. There's no machine that can inspire in you the feeling you get when you please somebody who has high standards and who says to you, 'This is the best work you've ever done.'"

I first met Diane Ravitch in 1973. I had just become deputy chancellor of the New York City Public Schools. I wanted advice from educators, and one of the first people I turned to was Larry Cremen of Columbia Teachers College. He introduced me to his former student, Diane Ravitch, a fine scholar and writer. And because I shared her belief that linking research to practice is the ultimate expression of scholarly commitment, I found her to be a soulmate.

She is also a friend, and there is great warmth between us and our families. Of course, we haven't always agreed. I've often clipped a Ravitch article, put exclamation points in the margins, and sent it to everyone I know. I've never found her work dull or uninformed.

As her new driver's license attests, Diane is now in Washington, D.C., where she is assistant secretary of Education and heads the Office of Educational Research and Improvement. I spoke with her in mid-April and thought I'd give you a chance to eavesdrop on our conversation. I'd like to hear about the approach your office is taking to educational technology.

DR I see the role of the federal government as extending the use of technology, trying to help schools do more. The schools have been bypassed almost completely by the technological revolution; to the extent that schools have computers and other forms of technology, the technology tends not to be as fully utilized as it ought to be.

BR What's getting in the way? Lack of funding?

DR It's not financial. Schools are run, in many cases, by a vast bureaucracy that is not entrepreneurial or progressive. That's why technology is used so much more effectively in the private sector. This is not to say that technology hasn't entered the schools at all. It's entered in bits and pieces.

BR I spent a lot of time travelling around the country, as I know you have. Wherever I go, I see pioneers who are doing exciting things with distance learning and with interactive hypermedia, but it has not really permeated into every classroom.

And so we want to encourage people who are using technology in very creative ways. Take distance learning, for example. Distance learning is not about education—it's about education. And I have seen distance learning systems in different parts of the country that are very exciting.

I saw a system the other day in Alabama in which thousands of seventh graders are learning about the "doing" of science—not just talking about science, not just learning vocabulary, but doing experiments and all sorts of really exciting stuff that involves them in problem solving.

BR Do you see a way to make school decision-makers more entrepreneurial in their approach to technology?

DR I like everything else, it will be a matter of building a better mousetrap. I think it's going to happen, because as better applications develop, people will see them and will recognize that what they're currently doing is limited. And I think that with the increasing reach of television and other means of communicating, change will not take as long as it has in the past.

There's more—I'll print the rest of our conversation in my next column.

## NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

### COMPUTER PROGRAMS

**Chemistry.** "usd Chem Tutorials," for Apple Macintosh. Requires "HyperCard." Thirteen tutorials help students learn the major concepts and computational skills required in introductory chemistry courses; includes the mole concept, chemical stoichiometry I and II, the gaseous state, kinetic theory, atomic structure I and II, periodic table, chemical equilibrium, chemical kinetics, acids and bases I and II, and oxidation-reduction; public-domain software; \$8 each for administrative cost. Contact: Chariot Software Group, 3639 Indian Street, San Diego, Calif. 92103; (800) 800-4540 or (619) 298-0202.

**Communications.** "osu KaliBridge," for IBM PC and compatibles. Provides security for computers on networks by containing traffic within a defined local area, such as a computer laboratory, room, or building; filters messages by examining information in each data packet to determine its destination; free on line. Send anonymous FTP (file-transfer protocol) to NISCA, ACS, OHIO STATE-EDU or contact Doug Karl, Academic Computing Services, Ohio State University, 1971 Neil Avenue, Columbus, Ohio 43210; (614) 292-4843.

**Engineering.** "Professional Transmission Planner," for IBM PC and compatibles. Lets users plot engineering charts, path profiles, and multi-hop routes; modules include map, terrain, route, intermediate products, interference, and path-performance analysis; \$595; quantity discounts available; contact: H2A Communications, 1171 Border Lane, Moscow, Idaho 83843; (208) 882-9254.

**Engineering.** "DENAID," for DEC VAX. "Design Manager's Aide for Intelligent Decomposition" lets users automate the step sequences in the analysis of subsystems and identify a possible multi-level structure for synthesis; displays data in matrix format and replaces matrix manipulations with a knowledge base for flexibility; \$1,000 for program; \$18 for documentation; ask about educational discount. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265.

**Foundation data bases.** "Sources of Foundations," for Apple Macintosh and IBM PC and compatibles. Contains names, address, telephone numbers, financial information, programs, and other information for 11,000 foundations; \$349. Contact: Orca Knowledge Systems, Box 280, San Anselmo, Calif. 94979; (415) 461-4912.

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## A New Era for Desegregation

# High-Court Ruling Transforms Battles Over Desegregation at Colleges in 19 States

For the first time, the justices specify how states must show that they have removed vestiges of past segregation

By SCOTT JASCHIK

WASHINGTON

In ruling that Mississippi's public colleges are still illegally segregated, the Supreme Court has transformed judicial and political battles affecting higher education in 19 Southern and border states.

For the first time, the Court specified how states must demonstrate that they have removed the vestiges of past segregation. The standard set by the Court was much higher than that used by many lower courts and, many people say, by the Education Department.

### Prying Open Closed Cases

Civil-rights leaders see the decision as a strong tool with which to pry open desegregation cases that have been closed in seven states. In other states, educators and civil-rights leaders say the decision could force predominantly white institutions to take more steps to attract black students and faculty members and to examine admissions requirements that may limit the enrollment of black students.

"This is going to be a whole new chapter for education in the states where a large number of black students go to college."

said Gary A. Orfield, a professor of education and social policy at Harvard University.

It is unclear what effect the decision will have on public black colleges. Legal experts are divided over whether the language in the decision will prompt states to increase their financial support for those institutions or to move to close them.

### More Than 'Good Faith'

The crux of the Supreme Court ruling was that states must do more than merely eliminate laws barring black students from predominantly white colleges and show "good faith" to desegregate. That standard was used by a federal district court and the U.S. Court of Appeals for the Fifth Circuit to rule earlier that Mississippi was desegregated.

The lower courts said the less-stringent standard was appropriate in college segregation cases because students select which colleges they attend—unlike public-school students, who are assigned to schools.

In a decision written by Justice Byron R. White, the Supreme Court rejected that view.

"In a system based on choice, student



Alvin O. Chambliss, Jr., who represented the civil-rights groups: "This decision is a great thing. It's the most important thing since Brown v. Board of Education."

attendance is determined not simply by admissions policies, but also by many other factors," Justice White wrote. "Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is traceable to the state's prior *de jure* segregation and that continues to foster segregation."

All of the justices except Justice Antonin Scalia joined in the decision. (The complete texts of the majority opinion, two concurring opinions, and the dissenting opinion start on Page A19.)

Justice White's decision said a state must reform all policies that are vestiges of segregation "to the extent practicable and consistent with sound educational practices."

In the Mississippi case, the Court cited a number of policies that it said the lower courts should have forced the state either to justify or eliminate. It returned the case to federal district court to examine the issues in greater detail while developing a plan to desegregate the state's colleges.

### Reliance on Test Scores Cited

The Court ruled that the state's admissions standards had been adopted with a discriminatory purpose and continued to hurt black students. The state relies on standardized test scores as the minimum criterion to gain admission to its public colleges, even though black students tend to receive lower scores than their white counterparts and the companies that distribute the tests advise against their being used as the sole criterion for admission.

The Court also ruled that Mississippi must justify or end the practice of having many duplicative academic programs at nearby historically black and predominantly white institutions. The decision said such duplication was "part and parcel" of the "separate but equal" philosophy that had led states to create black colleges rather

### AKIN TO BLASPHEMY

## Loyalists on 2 Mississippi Campuses Reject Suggestion by Court That State Consider Merging the Institutions

By JOYE MERGER

ELLA BIENA, MISS.

In Mississippi's Delta, where tenant farmers still harvest much of the cotton and poverty is perennial, residents say they need more educational opportunities, not fewer.

So much of the talk at Delta State and Mississippi Valley State Universities is about the U.S. Supreme Court's ruling that Mississippi must desegregate its colleges, and what that means for the institutions.

"It could go two ways," said one Mississippi Valley student. "It could raise the level of funding for each, or it could close some doors."

In the justices' 8-to-1 opinion, they said that "continuing to maintain all eight universities in Mississippi is wasteful and irrational" and pointed out that Delta State, a predominantly white college in nearby Cleveland, is only 15 miles from historically black Mississippi Valley's campus. The justices said the state should consider whether some Mississippi colleges "can be practically closed or merged with other existing institutions."

As are many issues in Mississippi, the question of whether any campuses will be closed or merged is complicated by race, and by a reverence for tradition that is as omnipresent as the Confederate flag.

"We just can't get past the prejudice," said a Delta State senior, Jonita H. Mann.

### Some Joint Programs

Delta State and Valley share the school colors of green and white. Both are regarded by the state as "regional" institutions. Recently they have offered joint programs in faculty development and other areas.

Now they share another commonality: the concern that their institutions could be victims of Mississippi's attempts to desegregate postsecondary education. Any solution that would merge the campuses, especially if it required closing one campus altogether,

was "premature" to say whether any state that the department had cleared of illegal segregation would be examined again.

Mr. Williams added, however, that he did not think the Education Department had been lenient with the states. "There has been a running debate between OCR and its critics over what standard OCR has used," he said. "OCR's characterization of what it has done has always been different from what the activists said it was."

The decision produced varying reactions among state officials. Gov. Kirk Fordice of Mississippi, a Republican, last week appointed three committees to prepare plans to bring the state into compliance with the law.

In other states, higher-education leaders said they thought they had already met desegregation requirements—regardless of the criticism they face from civil rights

Delta State is not able to handle 2,000 more students, nor would it want to. It's simple to say, 'We're not supporting all our institutions as we should, so let's shut one down.' But in the long run, that's not the goal."

### 'We're Full'

On the Delta State campus, administrators agree. "We think each public institution has a very unique mission that is being served well," said H. Whynne Blansett, dean of student affairs at Delta State. "We know there's been a great deal of talk about a merger, but there's a need for both colleges."

W. Frank McArthur, vice-president for academic affairs, agreed a merger would not be suitable. "We're full. Neither institution could absorb the population of the other, unless the intent of a merger would be to deny access to students."

Andrew L. Coleman, a senior at Delta State, pointed out that Mississippi State University and Mississippi University for Women are also close to each other. Nevertheless, he said, "they're not in danger of being merged. The alumni would never allow them to be consolidated."

Arlo Henderson, Jr., a student who transferred from a predominantly white Missouri college to Valley, said: "A merger of the two would not recognize the advantages of historically black colleges. There's self-esteem built here. When you're one black kid in the midst of a room of white kids, you're lost in the crowd."

Valley's students, he said, are often the "elite of the ghetto," capable of doing college-level work but frequently overlooked by many predominantly white institutions.

"Mississippi has more need for education than any state in the nation," said Roy C. Hudson, a graduate of Valley who is now its vice-president for administration. "To even consider eliminating an institution that is an asset just doesn't fly. It would defy logic."

Said Valley's President William W. Sutton: "To try to distribute our 2,000 students at Delta State would not save Mississippi our \$6.7-million budget.

can be a veil for racial discrimination," she said.

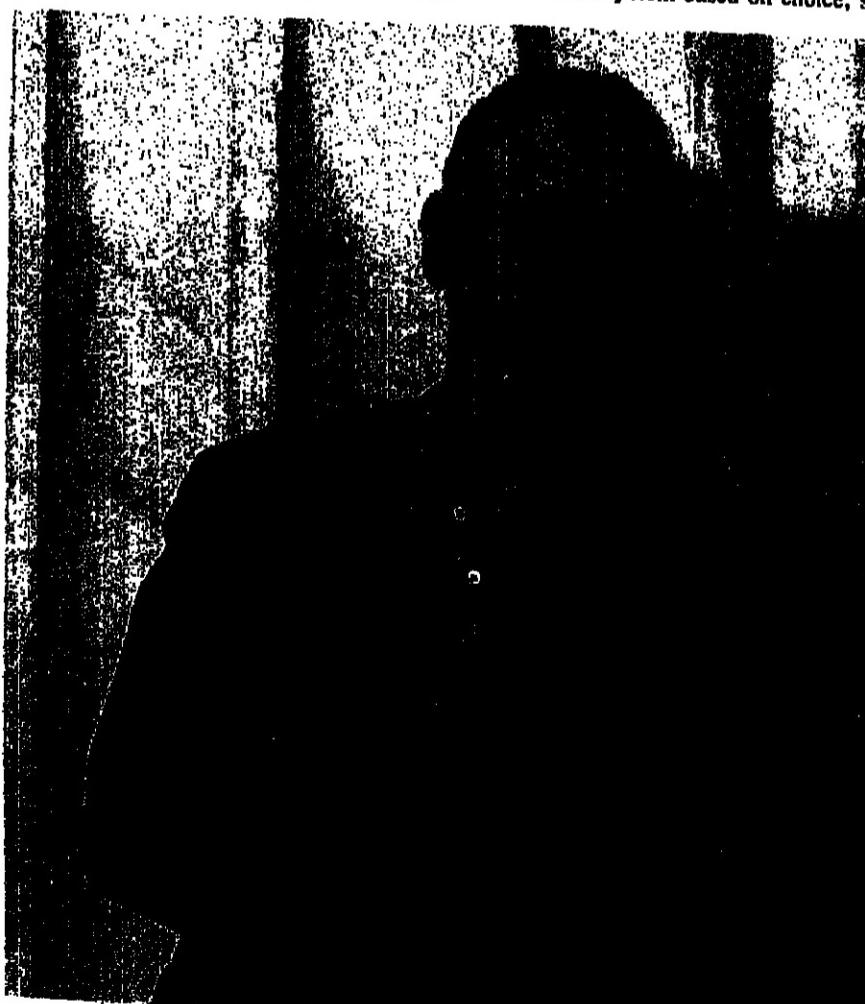
Harvard's Mr. Orfield said the ruling was particularly applicable to Florida, which requires students to pass tests to receive associate's or bachelor's degrees, or to move on to junior-level work in college. Black students have failed the tests at greater rates than white students.

"These overwhelmingly test-driven systems are now subject to attack, as they should be," he said.

Thomas H. Fisher, director of testing programs for the Florida Department of Education, disagreed. He said that "meaningful standards" helped all students and could still be defended in court. "Standards give people something to work toward," he said.

Legal experts and college officials were

*Continued on Following Page*



Stephen C. Halpern of SUNY at Buffalo: "The overarching economic context is not going to be favorable. You can't enhance black colleges on the cheap."

ROB KERR FOR THE CHRONICLE



legislators would consider closing a black campus politically unwise—particularly in the mostly black Delta region.

Supporters of each college say both must remain open as separate entities.

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*Continued on Following Page*

## A New Era for Desegregation

### High-Court Ruling Transforms Battles Over Desegregation

*Continued From Preceding Page*  
sharply divided on whether the Supreme Court ruling would help or hurt black colleges.

The lawyers who argued the case on behalf of civil-rights groups and the United States said the decision would help black colleges. Kenneth W. Starr, the U.S. Solicitor General, said: "There is no cause for concern, much less alarm on the part of historically black colleges. It is the policy of the United States and its enforcement agencies that historically black institutions have an important and positive role to play."

Alvin O. Chambliss, Jr., who represented the civil-rights groups, said black colleges would benefit because the Supreme Court had forced Mississippi to come to terms with its past discrimination. "Everything's on the table now," he said.

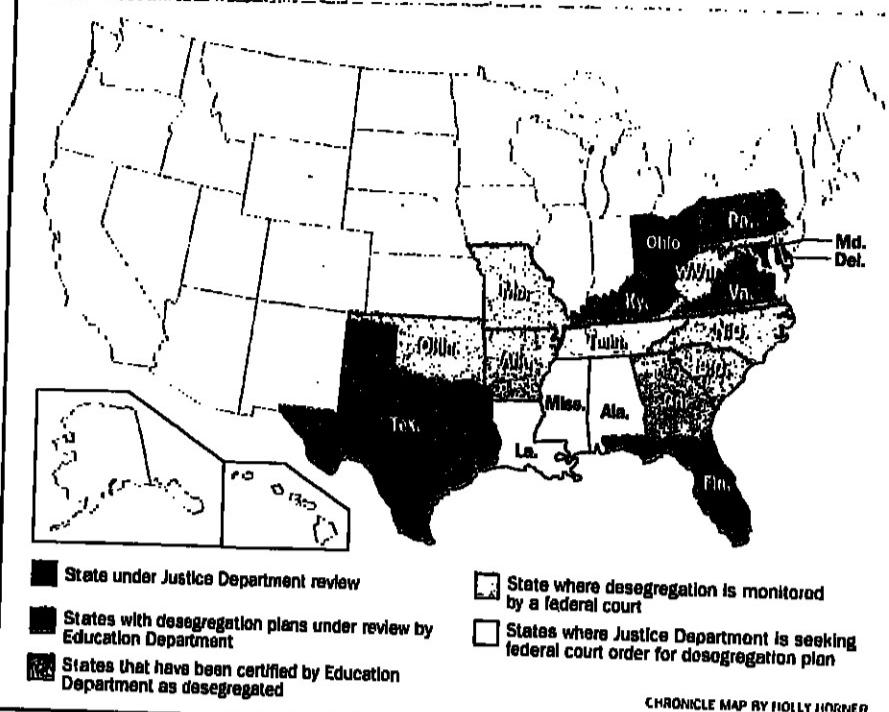
#### Benefits From Redistricting

Mr. Chambliss said that public black colleges throughout the South would benefit from political redistricting, which is expected to lead to the election of many more black legislators. The political clout, combined with the force of the Supreme Court ruling, he said, means that "the system will have to be serious about inclusion and not exclusion."

Added Mr. Chambliss: "This decision is a great thing. It's the most important thing since *Brown v. Board of Education*."

Edward B. Fort, president of North Car-

#### Status of Higher-Education Desegregation Cases



olina A&T University, said he, too, was pleased with the decision. He said that North Carolina had helped his institution add new academic offerings—including its first doctoral program—to improve the quality of education for black and white students alike.

Mr. Fort said he expected the decision to lead other states to follow North Carolina's example.

Others are much more pessimistic about what the future holds for black colleges. Mark D. Musick, president of the Southern Regional Education Board, said that even if states have the money and the will to

create new programs, it takes years to plan and start up new academic ventures.

He also said that public black colleges in rural areas would have difficulty attracting white students, regardless of what new programs are added. Noting the location of Mississippi Valley State University, Mr. Musick said: "When you look at Itta Bena, Miss., what programs can you put there that will attract white students?"

Frederick S. Humphries, president of Florida A&M University, said he was worried about the decision's language suggesting that Mississippi may have too many institutions. "When language like that is

used, I certainly think it increases the negativity of public black colleges," said Mr. Humphries.

Mr. Humphries added that too many politicians wrongly think that black colleges are an unichronism since predominantly white colleges today recruit black students. But those institutions, he said, tend to go after the top black students when "it's the masses of black students that we need to educate."

#### Threat to Black Colleges Seen

Stephen C. Halpern, who wrote a brief in the case on behalf of the Congressional Black Caucus and the National Association for Equal Opportunity in Higher Education, said he feared many states would use the Supreme Court decision as economic times as excuses to close merge black colleges.

Any mention of the value of black colleges "was conspicuously absent" in the decision, he said, and the Court faced financial difficulties that states face operating many different colleges.

"The overarching economic context is not going to be favorable. You can't balance black colleges on the cheap," said Mr. Halpern, a professor of political science at the State University of New York at Buffalo.

Mr. Halpern said black colleges and their supporters must become much more politically astute. "They need to organize on a state-by-state basis to insure that the restructuring that now occurs, their institutions get a fair shake," he said. "It's ultimately going to be a political contest, and don't know if they have what it takes to come out well in a political environment that has historically been hostile to their interests."

### Loyalists on 2 Campuses Reject Suggestion That Mississippi Consider Merging the Institutions

*Continued From Preceding Page*  
lure white students to the campus. Presently, about 20 students are white.

Mr. Sutton rejects any solutions that would place the burden of desegregation on black students or black institutions.

"We have evidence that people of good will can integrate in both directions," he said. "It doesn't have to happen in only one direction."

#### This Shouldn't Be a Racial Issue

Some white students say the fact that Valley is historically black would not matter to them if it offered programs they were interested in.

"I wouldn't have a problem with a black college as long as I'm treated as an individual," said Teresa K. Jackson, a senior at Delta State.

"Sometimes, the bad thing about white colleges is that the black population is overlooked as far as literature and the study of culture," she added. "That hurts not only black students, but white students."

Said Mandy Barnett, a junior: "I'm going to go where I have to go. This shouldn't be a racial issue. But I'm sure some white students would have a problem with it. Some people are still living in the Dark Ages."

However, some white students say the prospect of being in the minority would keep them from considering Valley or any other black college.

"If I could go there today, I probably wouldn't," said Ms. Mann. "I wouldn't



ROBERT TOWNSSEND JONES FOR THE CHRONICLE  
W. Frank McArthur of Delta State: "We know there's been a great deal of talk about a merger, but there's a need for both colleges."



ROBERT TOWNSSEND JONES FOR THE CHRONICLE  
Roy C. Hudson of Mississippi Valley State U.: "To even consider eliminating an institution that is an asset just doesn't fly. It would defy logic."

that she spokeswoman later characterized as not literal, but "a strong metaphor to illustrate how opposed he is to raising taxes."

One good sign, some educators said, is Governor Fordice's recent pledge to forge an amicable solution and end divisiveness. If that happens, perhaps Mississippi can

finally leave the burden of its Jim Crow past behind, officials said. "We have been in this case 17 years and I would hope we can bring it to an end," said F. Kent Wyatt, the president of Delta State. "I'm glad Mississippi can take the lead role and perhaps set an example for other states to follow."

### Text of Opinions in Supreme Court's Decision on Mississippi Desegregation

#### WASHINGTON

*Following are the opinions in United States v. Kirk Fordice, Governor of Mississippi and Jake Ayers v. Kirk Fordice, Governor of Mississippi. Justice Byron R. White wrote the majority opinion, which was also signed by Chief Justice William H. Rehnquist and Justices Harry A. Blackmun, Anthony M. Kennedy, Sandra Day O'Connor, David H. Souter, John Paul Stevens, and Clarence Thomas. Justices O'Connor and Thomas also wrote concurring opinions. Justice Antonin Scalia wrote a dissenting opinion.*

#### Justice White's Majority Opinion

In 1954, this Court held that the concept of "separate but equal" has no place in the field of public education. *Brown v. Board of Education* (Brown I), 347 U.S. 483, 495 (1954). The following year, the Court ordered an end to segregated public education "with all deliberate speed." *Brown v. Board of Education* (Brown II), 349 U.S. 294, 301 (1955). Since these decisions, the Court has had many occasions to evaluate whether a public school district has met its affirmative obligation to dismantle its prior de jure segregated system in elementary and secondary schools. In this case we decide what standards to apply in determining whether the State of Mississippi has met this obligation in the university context.

We rejected this plan as failing to comply with Title VI because it did not go far enough in the areas of student recruitment and enrollment, faculty hiring, elimination of unnecessary program duplication, and institutional funding practices to ensure that "a student's choice of institution or campus, henceforth, will be based on other than racial criteria." *Id.* at 201. The board reluctantly offered amendments, prefacing its reform pledge to Title VI with this statement: "With deference, it is the position of the Board of Trustees . . . that the Mississippi system of higher education is in compliance with Title VI of the Civil Rights Act of 1964." *Id.* at 898.

At this time, the racial composition of the state's universities had changed only marginally from the levels of 1968, which were almost exclusively single-race. Though the board adopted it anyway, *id.* at 1500. But even the limited effects of this plan in dismantling the prior de jure segregated system were substantially constrained by the state legislature, which refused to fund it until fiscal year 1978, and even then at well under half the amount sought by the board. *App. 898-897, 1444-1445, 1448-1449.*

Private petitioners initiated this lawsuit in 1978. They complained that Mississippi had maintained the racially segregative effects of its prior dual system of postsecondary education in violation of the Fifth, Ninth, Thirteenth, and Fourteenth Amendments, 42 U.S.C. § 1981 and 1983, and Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d. Shortly thereafter, the United States filed its complaint in intervention, charging that state officials had failed to satisfy their obligation under the Equal Protection Clause of the Fourteenth Amendment and Title VI to dismantle Mississippi's dual system of higher education.

Despite this Court's decisions in *Brown* and *Brown II*, Mississippi's policy of de segregation continued. The first black student was not admitted to the University of Mississippi until 1962, and then only by court order. See *Meredith v. Fair*, 306 F. Supp. 314 (CA5), cert. denied, 371 U.S. 828, 313 F.2d 532 (1962) (*en banc*). Thereafter, for the next 12 years the segregated public-university system in the state remained largely intact.

Mississippi State University, University for Women, University of Southern Mississippi, and Delta State University.

Petitioners argued that in various ways the state continued to reinforce historic, race-based distinctions among the universities. Respondents argued generally that the state had fulfilled its duty to dismantle its prior de jure segregated system by implementing and maintaining good-faith, non-discriminatory race-neutral policies and practices in student admission, faculty hiring, and operations. Moreover, they suggested, the state had attracted significant numbers of qualified black students to those universities composed mostly of white persons. Respondents averred that the mere continued existence of racially identifiable universities was not unlawful given the freedom of students to choose which institution to attend and the varying objectives and features of the state's universities.

After this lawsuit was filed, the parties attempted for 12 years to achieve a consensual resolution of their differences through voluntary dismantlement by the state of its prior segregated system. The Board of Trustees implemented reviews of existing curricula and program "mission" at each institution. In 1981, the board issued "mission statements" that identified the extant purpose of each public university. These "missions" were clustered into three categories: comprehensive, urban, and regional.

"Comprehensive" universities were classified as those with the greatest existing resources and program offerings. All three such institutions (University of Mississippi, Mississippi State, and Southern Mississippi) were exclusively white under the prior de jure segregated system. The board authorized each to continue offering doctoral degrees and to assert leadership in certain disciplines. Jackson State, the sole urban university, was assigned a more limited research and degree mission, with both functions geared toward its urban setting. It was exclusively black at its inception. The "regional" designation was something of a misnomer, as the board envisioned those institutions primarily in an undergraduate role, rather than a "regional" one in the geographical sense of serving just the localities in which they were based. Only the universities classified as "regional" included institutions that, prior to desegregation, had been either exclusively white (Delta State and Mississippi University for Women) or exclusively black (Alcorn State and Mississippi Valley).

The court's conclusions of law followed.

As an overview, the court outlined the common ground in the case: "Where a state has previously maintained a racially dual system of public education established by law, it assumes an 'affirmative duty' to reform those policies and practices which required or contributed to the separation of the races." *Id.* at 1551. Noting that courts unanimously hold that the affirmative duty to dismantle a racially dual structure in elementary and secondary schools also governs in the higher-education context, the court observed that there was disagreement whether *Green v. New Kent County School Bd.*, 391 U.S. 430 (1968), applied in all of its aspects to formerly dual systems of higher education, i.e., whether "some level of racial mixture at previously segregated institutions of higher learning is not only desirable but necessary to 'effectively' desegregate the system." *674 F. Supp.*, at 1552. Relying on a Fifth Circuit three-judge court decision, *Alabama State Teachers Assn. (ASTA) v. Alabama Public School and College Authority*, 289 F. Supp. 784 (MD Ala. 1968), our per curiam affirmation of that case, 393 U.S. 400 (1969), and its understanding of our later decision in *Bazemore v. Friday*, 478 U.S. 385 (1986), the court concluded that in the higher-education context, "the affirmative duty to desegregate does not contemplate either restricting choice or the achievement of any degree of racial balance." *674 F. Supp.*, at 1553.

Thus, the court stated: "While student enrollment and faculty and staff hiring patterns are to be examined, greater emphasis should instead be placed on current state higher-education policies and practices in order to insure that such policies and practices are racially neutral, developed and implemented in good faith, and do not substantially contribute to the continued racial identifiability of individual institutions." *Id.*, at 1554.

When it addressed the same aspects of the university system covered by the fact-findings in light of the foregoing standard, the court found no violation of federal law in any of them. "In summary, the court finds that current actions on the part of the defendants demonstrate conclusively that the defendants are fulfilling their affirmative duty to dismantle the former de jure segregated system of higher education." *Id.*, at 1564.

The Court of Appeals reheard the case *en banc* and affirmed the decision of the District Court, *Ayers v. Allain*, 914 F.2d 676 (CA5 1990). With a single exception, it did not disturb the District Court's findings of fact or conclusions of law. The *en banc* majority agreed that "Mississippi was constitutionally required to eliminate in-

stitutional overview of the higher-education institutions in Mississippi and the developments in the system between 1954 and the filing of this suit in 1975. *674 F. Supp.*, at 1526-1530. It then made specific findings recounting post-1975 developments, including a description at the time of trial, in those areas of the higher-education system under attack by plaintiffs: admission requirements and recruitment; institutional classification and assignment of missions; duplication of programs; facilities and finance; the land-grant institutions; faculty and staff; and governance. *Id.*, at 1530-1535.

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## A New Era for Desegregation

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We granted the respective writs of certiorari filed by the United States and the private petitioners. 499 U.S. (1991).

### III.

The District Court, the Court of Appeals, and respondents recognize and acknowledge that the State of Mississippi had the constitutional duty to dismantle the dual school system that its laws once mandated. Nor is there any dispute that this obligation applies to its higher-education system. If the state has not discharged this duty, it remains in violation of the Fourteenth Amendment. *Brown v. Board of Education* and its progeny clearly mandate this observation. Thus, the primary issue in this case is whether the state has met its affirmative duty to dismantle its prior dual university system.

Our decisions establish that a state does not discharge its constitutional obligations until it eradicates policies and practices traceable to its prior *de jure* dual system that continue to foster segregation. Thus we have consistently asked whether existing racial identifiability is attributable to the state, e.g., *Freeman v. Pitts*, 503 U.S. (1992) (slip op., at 24); *Bazemore v. Friday, supra*, at 407; *Pasadena City Board of Educ. v. Spangler*, 427 U.S. 424, 434 (1976); *Gilmore v. City of Montgomery*, 417 U.S. 556, 566-567 (1974); and examined a wide range of factors to determine whether the state has perpetuated its formerly *de jure* segregation in any facet of its institutional system. See, e.g., *Board of Education of Oklahoma City v. Dowell*, 498 U.S. (slip op., at 11); *Swann v. Charlotte-Mecklenburg Bd. of Education*, 402 U.S. 1, 18 (1971); *Green v. New Kent County School Bd.*, *supra*, at 435-438.

The Court of Appeals concluded that the state had fulfilled its affirmative obligation to disestablish its prior *de jure* segregated system by adopting and implementing race-neutral policies governing its college and university system. Because students seeking higher education had "real freedom" to choose the institution of their choice, the state need do no more. Even though neutral policies and free choice were not enough to dismantle a dual system of primary or secondary schools, *Green v. New Kent County School Board*, *supra*, the Court of Appeals thought that universities "differ in character fundamentally" from lower levels of schools, 914 F. 2d, at 686, sufficiently so that our decision in *Bazemore v. Friday* justified the conclusion that the state had dismantled its former dual system.

Like the United States, we do not disagree with the Court of Appeals' observation that a state university system is quite different in very relevant respects from primary and secondary schools. Unlike attendance at the lower level schools, a student's decision to seek higher education has been a matter of choice. The state historically has not assigned university stu-

dents to a particular institution. Moreover, like public universities throughout the country, Mississippi's institutions of higher learning are not fungible—they have been designated to perform certain missions. Students who qualify for admission enjoy a range of choices of which institution to attend. Thus, as the Court of Appeals stated, "it hardly needs mention that remedies common to public school desegregation, such as pupil assignments, bus- ing, attendance quotas, and zoning, are unavailable when persons may freely choose whether to pursue an advanced education and, when the choice is made, which of several universities to attend." 914 F. 2d, at 687.

We do not agree with the Court of Appeals or the District Court, however, that the adoption and implementation of race-neutral policies alone suffice to demonstrate that the state has completely abandoned its prior dual system. That college attendance is by choice and not by assignment does not mean that a race-neutral admissions policy cures the constitutional violation of a dual system.

In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be. Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is traceable to the state's prior *de jure* segregation and that continues to foster segregation. The Equal Protection Clause is offend by "sophisticated as well as simple-minded modes of discrimination." *Lane v. Wilson*, 307 U.S. 268, 275 (1939). If policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices. *Freeman, supra*, (slip op., at 21-22); *Dowell, supra*, at (slip op., at 11); *Green*, 391 U.S., at 439; *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413, 414 (1956) (*per curiam*). We also disagree with respondents that the Court of Appeals and District Court properly relied on our decision in *Bazemore v. Friday*, 478 U.S. 385 (1986). *Bazemore* neither requires nor justifies the conclusions reached by the two courts below.

*Bazemore* raised the issue whether the financing and operational assistance provided by a state university's extension service to voluntary 4-H and Homemaker Clubs was inconsistent with the Equal Protection Clause because of the existence of numerous all-white and all-black clubs. Though prior to 1965 the clubs were supported on a segregated basis, the District Court had found that the policy of segregation had been completely abandoned and that no evidence existed of any lingering discrimination in either services or membership; any racial imbalance resulted from the wholly voluntary and unfettered choice of private individuals. *Bazemore, supra*, at 407. In this context, we held inapplicable the *Green Court's* judgment that a voluntary choice program was insufficient to dismantle a *de jure* dual system in public primary and secondary schools, but only after satisfying ourselves that the state had not fostered segregation by playing a part in the decision of which club an individual chose to join.

We deal first with the current admissions policies of Mississippi's public universities. As the District Court found, the three flagship historically white universities in the system—University of Mississippi, Mississippi State University, and University of Southern Mississippi—enacted policies in 1963 requiring all entrants to achieve a minimum composite score of 15 on the American College Testing Program (ACT), 674 F. Supp., at 1531. The court described the "discriminatory taint" of this policy, *id.*, at 1557, an obvious reference to the fact that, at the time, the average ACT score for white students was 18 and the average score for blacks was 7. 893 F. 2d, at 735. The District Court conclud-

ed, and the *en banc* Court of Appeals agreed, that present admissions standards derived from policies enacted in 1963 to redress the problem of student integration, 914 F. 2d, at 679; 674 F. Supp., at 1531. Obviously, this mid-passage qualification for perpetuating a policy originally to discriminate against blacks does not make the present admissions standards any less constitutional.

The present admission standards, only traceable to the *de jure* system, were originally adopted for a discriminatory purpose, but they also have discriminatory effects. Every Mississippi resident under 21 seeking admission to a university system must take the ACT applicant who scores at least 15 qualifies for automatic admission to any of

historically white institutions except

Mississippi University for Women, who

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Without doubt, these requirements

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than 30 per cent of black high-school seniors earned that score. App. 157a-157b. It is not surprising then that Mississippi universities remain predominantly black by race.

The segregative effect of this entrance standard is especially striking in light of the differences in minimum entrance scores among the regional universities in Mississippi's system. The minimum score for automatic admission to Mississippi University for Women (MUW) is 18; it is 13 for the historically black universities. Yet MUW is assigned the same institutional mission as two other regional universities, Alcorn State and Mississippi Valley—that of providing quality undergraduate education. The effects of the racial fall disproportionately on black students who might wish to attend MUW, though the disparate impact is not as great as the same is true of the minimum standard ACT score of 15 at Delta State University compared to the other "regional" university compared to the historically black "regional" universities where a score of 13 suffices for automatic admission. The court has made little if any effort to justify in additional terms those particular disparate entrance requirements or to inquire whether it was practicable to eliminate them.

We also find inadequately justified by the courts below or by the record before us the differential admissions requirements between universities with dissimilar programmatic missions. We do not accept that absent a discriminatory purpose different programmatic missions accompanied by different admission standards would be constitutionally suspect and that because one or more schools are now

integrated, the other schools are not.

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**A New Era for Desegregation***Continued From Preceding Page*

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In a system based on choice, student attendance is determined not simply by admissions policies, but also by many other factors. Although some of these factors clearly cannot be attributed to state policies, many can be. Thus, even after a state dismantles its segregative admissions policy, there may still be state action that is traceable to the state's prior *de jure* segregation and that continues to foster segregation. The Equal Protection Clause is offended by "sophisticated as well as simple-minded modes of discrimination." *Lane v. Wilson*, 307 U.S. 268, 275 (1939). If policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational practices. *Freeman, supra*, (slip op., at 21-22); *Dowell, supra*, at (slip op., at 11); *Green*, 391 U.S., at 439; *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413, 414 (1956) (per curiam). We also disagree with respondents that the Court of Appeals and District Court properly relied on our decision in *Bazemore v. Friday*, 478 U.S. 385 (1986). *Bazemore* neither requires nor justifies the conclusions reached by the two courts below.

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We also find inadequately justified by the courts below or by the record before us the differential admissions requirement between universities with dissimilar programmatic missions. We do not suggest that absent a discriminatory purpose different programmatic missions accompanied by different admission standards would be constitutionally suspect simply because one or more schools are racially

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The present admission standards are only traceable to the *de jure* system that were originally adopted for a discriminatory purpose, but they also have pro-discriminatory effects. Every Mississippi resident under 21 seeking admission to a university system must take the ACT, an applicant who scores at least 15 qualifies for automatic admission to any of the historically white institutions except Mississippi University for Women, which requires a score of 18 for automatic admission unless the student has a 3.0 high school grade average. Those scoring less than 15 but at least 13 automatically qualify to enter Jackson State University, Alcorn State University, and Mississippi Valley State University.

Without doubt, these requirements restrict the range of choices of entering students as to which institution they may attend in a way that perpetuates segregation. Those scoring 13 or 14, with some exceptions, are excluded from the five historically white universities and if they want higher education must go to one of the historically black institutions or attend junior college with the hope of transferring to a historically white institution. Proprietary more blacks than whites face the choice: in 1985, 72 percent of Mississippi white high-school seniors achieved an average composite score of 15 or better, while less than 30 percent of black high-school seniors earned that score. App. 1524-1525. It is not surprising then that Mississippi universities remain predominantly identifiable by race.

The segregative effect of this automatic entrance standard is especially striking in light of the differences in minimum automatic entrance scores among the regional universities in Mississippi's system. The minimum score for automatic admission to Mississippi University for Women (MUW) is 18; it is 13 for the historically black universities. Yet MUW is assigned the same institutional mission as two other regional universities, Alcorn State and Mississippi Valley—that of providing quality undergraduate education. The effects of the policy fall disproportionately on black students who might wish to attend MUW; although the disparate impact is not as great as the same is true of the minimum standard ACT score of 15 at Delta State University, the other "regional" university—as compared to the historically black "regional" universities where a score of 13 suffices for automatic admission. The courts below made little if any effort to justify in educational terms those particular disparities in entrance requirements or to inquire whether it was practicable to eliminate them.

We also find that the current admissions policies of Mississippi's public universities are not fully consistent with the principles established by the District Court. As the District Court found, the three flagship historically white universities in the system—University of Mississippi, Mississippi State University, and University of Southern Mississippi—enacted policies in 1963 requiring all entrants to achieve a minimum composite score of 15 on the American College Testing Program (ACT), 674 F. Supp., at 1531. The court described the "discriminatory taint" of this policy, *id.*, at 1557, an obvious reference to the fact that, at the time, the average ACT score for white students was 18 and the average score for blacks was 7.893. F. 2d, at 735. The District Court conclud-

**Section 2**

July 8, 1992



END PAPER: A view of famine in Africa. B36



By Everett E. Dennis  
AS THE CAUSES and impact of the recent riots in Los Angeles (and reverberations elsewhere) are debated, the central role of television in communicating the events is often forgotten. So are the implications of the news media's coverage for the university faculty and programs that study television and train media professionals.

**Mounting a Campaign Against Media Illiteracy**

Most people think they know a great deal about television, but few really do

whether the broadcast contains a verbatim visual account of an event or a truncated fragment.

From the beginning, television was integral to the Rodney G. King case. A piece of amateur video footage of his beating made news within hours of his arrest. The repeated broadcasting of that footage helped prompt an investigation that led to the trial of the four white Los Angeles policemen. For the public—American and global—initial awareness and subsequent opinions about the arrest, trial, verdicts, and riots were strongly influenced by dramatic visual images. Scholars and critics now must assess the role of television in transmitting those images: Did they help trigger violence?

Because television does a great deal more than capture images and convey them to viewers, informed people need to know, for example, whether it can foster violence. And because TV provides the only images we have of some events, places, and people, it is essential to know what, in fact, we are seeing—for example,

whether the broadcast coverage captures what went on during the policemen's trial? Similar considerations can also be applied to the current Presidential campaign, where most of the information the public gets comes directly from television.

THAT ALL EDUCATED PEOPLE need to know much more about television ought to be evident from the complexity of the public drama in Los Angeles. It ought to be equally evident that while virtually everyone thinks they know a great deal about television, few really do, and fewer still leave the university with any systematic appreciation of this vital and compelling medium.

Journalism and communication schools ought to display a special sense of urgency

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OPINION

## Journalism Should Mount a Campaign Against Media Illiteracy

*Continued From Preceding Page*

in the wake of the riots because, once again, the need is clear for especially knowledgeable reporters, editors, and producers who understand the subjects they are covering and the consequences of the actions they observe.

Studies of media credibility indicate that most people have considerable doubts about the performance of the media and the reliability of the information they provide.

This situation puts special demands on journalism and communication schools to provide their charges with the best and most rigorous training possible and to teach students to do a better job of cluing the public in on their methods and operations. The adequacy of the education that students are receiving should be a matter of serious debate.

**I**N RECENT CONVERSATIONS with deans of journalism and communication schools, however, I sense no great enthusiasm for a serious review of the curriculum or of the general performance of journalism education, regardless of any lessons that might be learned from the events in Los Angeles. I would argue that even in a period of budget exigency, the role that television and broadcasters played this spring ought to be analyzed.

After the riots in Watts, Detroit, Newark, and elsewhere in the mid-1960's, the constructive report of the National Advisory Commission on Civil Disorders (the Kerner Commission) had a good deal to say about what it characterized as a "nation . . . rapidly moving toward two separate societies," one white and affluent, the

other black and poor. President Johnson himself, in his charge to the commission, asked specifically, "What effect do the mass media have on the riots?"

While giving press performance a mixed review, the commission's report scored the media for paying too little attention to urban unrest, black communities, and race relations. The report prompted further studies and action plans that urged better and more comprehensive coverage of black and other minority communities and a more inclusive journalistic work force, which then had very few minority employees. Those two mandates were subse-

"Some scholars assume that people already know and understand television because they watch it all the time."

quently integrated into the rhetoric of journalism education. People of good will in the universities and in the media vowed to act.

The newspaper industry promised to hire more members of minority groups and to develop special internship and training programs for them. They also said that they would do a better job of covering black, Latino, and other minority populations. At the same time, journalism schools pledged to recruit more minority students and to hire more minority faculty members. They set up special urban-journalism programs aimed largely at improving cov-

erage of the cities; included material about minority concerns such as civil rights, jobs, and crime in their syllabi and textbooks; and set up discrete courses on minority issues and the black press. Grants from such foundations as Ford, Russell Sage, Gannett, and others helped support such projects.

Recruitment of minority students and faculty members continues, but, after 20 years of work, the proportion of minority faculty members in journalism and communication schools is estimated at 2 per cent, and the proportion of minority students is 5 per cent. Many of the special



curricular efforts of the 1960's and 1970's had largely disappeared by the mid-1980's, due in part to lack of funds and in part to the fact that the issues surrounding urban unrest and minorities seemed less fashionable.

**I**N FACT, efforts to improve coverage of minority communities and urban problems, as well as attempts to recruit members of minority groups, are far stronger in the market-driven media industries such as newspapers and broadcasting than they are in higher education. That raises questions about journalism education's

### MÉLANGE

#### Women's Health; Apes and Humans; Culture and the Marketplace

**T**HE HEALTH-CARE SYSTEM in America is failing. It is no longer able to meet the basic health needs of all Americans, and it is most especially unable to meet the needs of women. . . . There are many components to our system, but over time the medical profession has become the controlling force. Within that profession insensitivity, greed, and the arrogance of power have become all too commonplace. It is my opinion that the attitudes and behaviors of doctors are at the root of the problems that plague the health-care system. . . .

Only very recently has there been a growing public awareness of how badly women are treated by their doctors and by the American health-care organization. Evidence brought to light reveals that medical research has been so slanted toward men that women are grossly misdiagnosed and inadequately or inappropriately treated for such disorders as heart disease, strokes, hypertension, lung cancer, and depression. . . .

Even though all consumers of medical care are adversely affected by what the health-care system as a whole has become, it is clear that women suffer most severely because they are at the hands of a specialty (gynecology) that is dominated by males, acting and thinking like males, and an entire system of medical research and treatment that has been shaped by males. A majority of women use a gynecologist as their

source of primary medical care. Roughly 80 percent of these gynecologists are males. The consequences of this gender imbalance on women's health and well-being is still one of the least identified and discussed areas of needed health-care reform, though it is unquestionably the area of most frequent and severe abuse.

—John M. Smith, M.D., obstetrician-gynecologist, *In Women and Doctors*, published by the Atlantic Monthly Press

¶

**T**HIS NEXT TIME you visit a zoo, make a point of walking past the ape cages. Imagine that the apes had lost most of their hair, and imagine a cage nearby holding some unfortunate people who had no clothes and couldn't speak but were otherwise normal. Now try guessing how similar those apes are to us in their genes. For instance, would you guess that a chimpanzee shares 10 percent, 50 percent, or 99 percent of its genetic program with humans?

Then ask yourself why those apes are exhibit in cages, and why other apes are being used for medical experiments, while it's not permissible to do either of those things to humans? Suppose it turned out that chimp genes were 99.9 percent identical to our genes, and that the important differences between humans and chimps were due to just a few genes. Would you still think it's okay to put chimps in cages and to experiment

on them? Consider those unfortunate mentally defective people who have much less capacity to solve problems, to care for themselves, to communicate, to engage in social relationships, and to feel pain than do apes. What is the logic that forbids medical experiments on those people, but not on apes?

—Jared Diamond, professor of physiology at the University of California at Los Angeles Medical School, in *The Third Chimpanzee: The Evolution and Future of the Human Animal*, published by HarperCollins

¶

**W**E NEED to start challenging our sacred cow—the market system—right now.

Necessities are being distributed to only those who can afford, not to those who are in need, and that goes for food, clothing, shelter, as well as literature and art. We need to make sure that authentic cultural voices are heard. We need more books with cultural depth and history, and for those books to get into the hands of those who will benefit the most from them. And bookstores can be the best place for these voices and ideas to be expressed.

—Luis Rodriguez, poet and publisher of the *Tia Chucha Press* and former gang member from East Los Angeles, in the June 15 issue of *Publishers Weekly*

OPINION  
LETTERS TO THE EDITOR

## University Presses and the Publishing of 'Gay Ideas'

performance as an agent of change in multicultural, multiracial society.

To be sure, some strong efforts

recruit minority students and to

minority faculty members toward less

positions in the Association for Jour-

nal and Mass Communication Educa-

tion, as well as in some foundations and

organizations, but these efforts have

been less than successful.

Beyond pressing for a greater pres-

ence in communication schools,

news rooms, journalism faculty

should encourage their col-

leagues to mount a serious challenge to the

literacy that has long been tolerated

in university.

As indicated in a recent re-

view of "Hot Type," *The*

*Chronicle's* new section on book

publishing, I was dismayed by

the one-sided coverage of the story

surrounding Richard D. Mohr's con-

tract negotiations for his forthcoming

book *Gay Ideas: Outing and Other*

*Controversies* that appeared in the

June 17 issue.

For the record, the University of

Columbia Press was fully prepared

to publish Mr. Mohr's contract

negotiations with his editor.

Richard D. Mohr, Director

University of Minnesota Press

Minneapolis

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### LECTURESHIP IN OPERATIONS RESEARCH, AND LECTURESHIP/SENIOR LECTURESHIP IN STATISTICS

Department of Statistics

The Department of Statistics has two newly created positions in Operations Research and Statistics. Applicants should have a PhD and/or teaching, research or consulting experience in one of these areas. The Department is particularly interested in seeking candidates with expertise in one or more of the following: Stochastic Operations Research (applied probability, decision theory), Business Statistics (statistical process control, total quality improvement methods), and Applied Statistics (including statistical and supervises research degrees to the PhD level). Courses are also taught by correspondence and activities, and the position in Statistics may be offered at Senior Lecturer level to a suitably qualified and experienced applicant.

Further information on teaching and research in the Department may be obtained from the Head of Department, Professor Jeffrey J Hunter, facsimile number: (64) 6 350-5611, E-mail: J.Hunter@massey.ac.nz

Reference number CHE 51/92 must be quoted. (Operations Research)  
Reference number CHE 52/92 must be quoted. (Statistics)

Closing date: 15 September 1992.

### LECTURESHIP/SENIOR LECTURESHIP

Department of Finance

Applications are invited from suitably qualified persons for the position of Lecturer/Senior Lecturer in the above Department.

Applicants for the Senior Lecturer position must have a minimum of an appropriate Master's degree, relevant teaching experience and some evidence of research potential.

Doctorally qualified applicants will necessarily be viewed more favourably. Applicants for the Lecturer position should be appropriately qualified in at least two of the above areas.

Who wish to follow either a corporate finance or banking orientation for students Honours levels, diploma endorsements in Finance and Personal Financial Planning and postgraduate training in Finance and Banking.

The appointee will be expected to teach and fully participate in the "core" finance programme and be qualified to teach at least one course at the upper level. Adequate quantitative skills would be assumed. In addition, it is expected that the appointee will participate actively in the on-going research endeavours of the Department.

Enquiries may be made, in confidence, to the Acting Head of Department, Mrs J R Parry.

Appointments will be made at the level appropriate for the successful applicant's qualifications and experience.

Reference number CHE 50/92 must be quoted.

Closing date: 31 August 1992.

Further details of the above positions together with Conditions of Appointment are obtainable from Mrs V B Bretheron, Personnel Section to whom applications, including a full curriculum vitae and the names, addresses and fax numbers of three referees should be sent before the closing date specified.

B.R.H. Monks  
Registrar

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### UNIVERSITY OF DUBLIN TRINITY COLLEGE

#### Faculty of Science

##### Chair of Zoology & Comparative Anatomy (1871)

Applications are invited for appointment to the Chair of Zoology and Comparative Anatomy (1871) in the Department of Zoology, which has become vacant on the retirement of Professor J.N.R. Grainer. The post is tenable from 1 April 1993 or other agreed date. Salary scale is £IRE1,343-IRE4,507.

Further particulars relating to this post may be obtained from:

Michael Gleeson  
Secretary to the College  
Trinity College  
Dublin 2, Ireland  
Telephone: 2023159  
Fax: 722853

to whom applications should be addressed, preferably by 15 September 1992. Preliminary enquiries are welcome.

Trinity College is an Equal Opportunities Employer

Archives Archivist, Data Ellington Collection. The Archives Center, Smithsonian Institution of American History, Smithsonian Institution, Washington, DC, is seeking an archivist to assist with the management and preservation of the Duke Ellington Collection. Duties include: processing and arranging manuscripts, the collection will consist of approximately 100 linear feet of material, and manuscript collections. Qualifications: Bachelor's degree in library science, history, or related field; 2 years' experience in archival processing, collections management, and reference services, preferably in a library setting; knowledge of archival theory and practice; ability to work independently; excellent communication and interpersonal skills. Commensurate with qualifications.

Salary: \$16,000-\$18,000 per year.

Applications should be submitted to: Dr. Michael Gleeson, Secretary to the College, Trinity College, Dublin 2, Ireland. Closing date: October 1, 1992. The Smithsonian Institution is an Equal Opportunity Employer.

Machine readable cataloging materials in machine readable cataloging formats.

### KING ABDULAZIZ UNIVERSITY

#### Faculty of Arts & Humanities English Language Center

The ELC is currently recruiting well-qualified English Language Instructors with ESP experience for September 1992. Teaching couples are encouraged to apply.

Candidates should have an M.A. in TEFL/TESL, Applied Linguistics or English with two years of relevant teaching experience. Salaries dependent upon qualifications and experience.

#### Benefits Inc:

- HOUSING AND FURNITURE ALLOWANCES,
- END OF CONTRACT GRATUITY,
- SIXTY DAYS' ANNUAL LEAVE EACH YEAR,
- TRANSPORTATION ALLOWANCE,
- ANNUAL ROUND-TRIP AIR TICKETS.

Write or Fax including C.V., Telephone/Fax contact, photo copies of qualifications and letter of experience to:

**SUPERVISOR GENERAL  
ENGLISH LANGUAGE CENTER  
KING ABDULAZIZ UNIVERSITY  
P. O. Box 1540, JEDDAH 21441,  
SAUDI ARABIA**

FAX: 6404000 ATTN: ELC

### TUTOR

#### Round Out Your Education In Saudi Arabia

Learn the nuances of an ancient culture as you practice your professional education skills in the Kingdom of Saudi Arabia. We are currently seeking qualified Tutor with an undergraduate degree in Child Psychology. Candidate will concentrate on the intellectual and psychological aspects of a 7-year-old female, paying particular attention to social decorum and etiquette.

We offer a one-year contract, an attractive, TAX-FREE salary and generous benefits including free furnished housing, meals, 40 days' vacation and holidays, and the resultant opportunities for world-wide travel. For more information contact:

### ARABIAN CAREERS, LTD.

Suite 410  
5335 Wisconsin Ave., NW  
Washington, DC 20015  
(202) 362-0898 OR  
(800) 998-9725

or fax résumé to:  
(202) 362-1368

Charity School of Nursing, Delgado Community College, Rd. or part-time faculty position, starting Fall 1992 in Medical, Surgical, and Mental Health Applic. Office of the Dean, 460 S. Carrollton Ave., New Orleans, LA (504) 561-6462.

and experience. Deadlines: Position will remain open until filled. Send applications to Dr. Miguel A. Nevarro, President, Texas-Pan American, 1201 W. University Drive, Edinburg, Texas 78539. An AA/EEO employer.

Athletics Assistant Football Coach. Jacksonville State University, located in north-west Georgia, enrolling approximately 8,000 students, is seeking a male and female assistant football coaches for the 1992-1993 football season. Qualifications required: Bachelor's degree and teaching certificate in education, communication, and recreation. Preferred: Master's degree and teaching certificate in recreation, sports, and physical education. Experience required: AA/AA/EEO employer.

Athletic Trainer Head Athletic Trainer

Athletic Training Program

Qualifications: Bachelor's degree in athletic training, and state licensure.

Experience required:

Master's degree preferred.

Experience required:





**DEPARTMENT OF  
RISK MANAGEMENT  
AND INSURANCE  
COLLEGE OF  
BUSINESS ADMINISTRATION  
GEORGIA STATE UNIVERSITY**

Interviewees are sought for tenure track appointment as a Full Professor of Risk Management and Insurance to the C.V. Starr Chair of International Insurance.

**C.V. STARR CHAIR OF INTERNATIONAL INSURANCE**

Appointment to this Chair will be made to a person having outstanding national and international reputation in academics in the area of risk management and insurance, and international recognition in industry and professional circles. Activities should be evidenced by his or her regular and continuing contributions to the field through instruction in the University programs, both credit and non-credit, and research publications, both in academic and professional (peer-reviewed) journals in the field of risk management and insurance.

The person named shall be responsible for initiating and maintaining a highly visible program of activities through the University, with industry and professional associations achieving recognition for the University. One portion of such activities should have an international focus. The holder of the Chair shall provide catalytic leadership among the faculty by helping to stimulate their research and educational activities, including funding thereof. Such activities shall include leadership and scholarship on public policy issues.

The holder of the C.V. Starr Chair of International Insurance shall be engaged in visible teaching, research and public service activities, as may be consistent with the purposes of the Chair and/or his own academic interest. This search is open to all qualified persons inclusive of current members of the faculty of the Department of Risk Management and Insurance at Georgia State University.

Please direct resumes to Professor Stephen G. Kellison, Department of Risk Management and Insurance, College of Business Administration, Georgia State University, P.O. Box 4036, Atlanta, GA 30322-4036. Preference will be given to applications received before August 1, 1992.

Georgia State University is a unit of the University System of Georgia and an Affirmative Action, Equal Opportunity Educational Institution.



**NORTHERN STATE UNIVERSITY  
SCHOOL OF BUSINESS AND  
TECHNOLOGIES  
ELECTRONICS**

Northern State University seeks qualified applicants for a tenure-track position in Electronics.

The candidate should have an earned doctorate. Teaching experience preferred. Ability to teach, advise students, maintain laboratories, provide service, conduct research, and contribute to professional literature required.

Primary duties are to teach courses in electronics, with possible assignments in computer integrated manufacturing and/or machine techniques. Further responsibilities include student advisement, research, committee service.

Northern State is a multi-purpose institution providing both undergraduate and graduate programs typical of a smaller regional university. It is South Dakota's largest institution and the state's only comprehensive institution located in a population center.

Nominations are solicited and applications with resumes and three letters of reference are invited. Position is available August 15, 1992. Address nominations and applications to Dr. Thomas O. Flickens, Vice President for Academic Affairs, Northern State University, Aberdeen, South Dakota 57401. Consideration of applications will begin on July 15, 1992 and will continue until the position is filled.

Northern State University is an Equal Opportunity, Affirmative Action Employer.

**LeMOYNE-OWEN COLLEGE  
Division of  
Business and Management**

LeMoyn-Owen College is an historically black college located in Memphis, Tennessee, a growing distributor and business center with a population of about 800,000.

Position: Associate or Professor of Business Administration.

Qualifications: A earned Ph.D. or D.B.A. is required in any of the following disciplines: Accounting, Finance, Management or Finance, and Management Information Systems. Teaching, administrative and business experience are desirable.

Position: Asst. Professor.

Qualifications: Minimum of a master's degree with a strong microcomputer application knowledge and any of the following disciplines: Finance or Marketing or Management Information Systems.

Salary: Competitive. Depends on qualifications and experience.

Interested persons must send a letter of interest with resume, unofficial copies of transcripts for the last three years (3) letters of reference sent directly to the following: Professor H. R. Johnson, Chair, Department of Business and Management, LeMoyn-Owen College, 607 Walker Avenue, Memphis, TN 38102. Applications will be received until the positions are filled.

LeMoyn-Owen College is an affirmative action, EEO employer.

Engineering - Engineering, Department of Civil & Environmental Engineering, The University of Texas at Austin, has recently received approval to move its new faculty with previous professional experience with previous professional experience, history of successful engineering research, and demonstration of an ability to develop a quality program leading to the award of the degree in mechanical, materials, and process engineering. The position is to develop a quality program leading to the award of the degree in mechanical, materials, and process engineering. Applications can begin as early as July 1, 1992. The search will continue until position is filled. No telephone calls please.

position at the rank of associate or full professor. Preferred qualifications with previous professional experience, history of successful engineering research, and demonstration of an ability to develop a quality program leading to the award of the degree in mechanical, materials, and process engineering. The position is to develop a quality program leading to the award of the degree in mechanical, materials, and process engineering. Applications can begin as early as July 1, 1992. The search will continue until position is filled. No telephone calls please.

**Social Scientist, Urban Research**

The Social Science Research Council invites applications and nominations for one or two professional staff positions whose responsibilities would be to develop and administer programs in urban research. Applicants must have a Ph.D. in one of the social sciences and should have substantive interests related in inequality, poverty, and intergroup relations in American cities, comparative international research on cities, and/or research and policy on New York City.

Duties would include: establishing and maintaining relationships with individual scholars, academic institutions, foundations, and other organizations; preparing and negotiating grant proposals; planning seminars, workshops, and conferences, and overseeing fellowship and grants committees.

Individuals with significant experience in teaching, research, program implementation, and administration are encouraged to apply. The Council strongly encourages minority candidates to apply.

Council salaries are commensurate with experience and qualifications. Provisions are made for professional staff to continue their professional development while at the Council.

The Council hopes to fill this position early in 1993, and no later than the end of the 1992-1993 academic year.

Candidates should submit a letter of application, curriculum vitae, samples of written or published work, and names of three professional references. Nominations and application materials should be addressed to:

Urban Staff Search  
Social Science Research Council  
605 Third Avenue  
New York, NY 10158

The Social Science Research Council is an Equal Opportunity Employer

**CHEMICAL RECOVERY**

The Institute of Paper Science and Technology invites applications for the position of Assistant Professor/Research Engineer. The successful candidate will have a Ph.D. in Chemical or Mechanical Engineering and a proven record of research. Responsibilities include direction of M.S. and Ph.D. research, participation in industry-sponsored research on craft chemical recovery, plus development of complementary, externally funded programs.

The Institute of Paper Science and Technology (IPST), founded in Appleton, Wisconsin in 1929, is a privately funded 501(c)(3) graduate research university and offers accredited programming leading to M.S. and Ph.D. degrees. In 1989, the Institute formed an alliance with the Georgia Institute of Technology and relocated operations to Atlanta, Georgia. The Institute is located in a state-of-the-art facility in the Georgia Tech campus and has four floors away.

Applicants should send a cover letter, resume, and three references to Freda H. Hughes, Personnel Manager, Institute of Paper Science and Technology, 534 14th Street, NW, Atlanta, Georgia 30318. Screening of applications will begin immediately and will continue until an appointment is made.

Equal Opportunity, Affirmative Action Employer, M/F/V/H

**ART TEACHER**

The Model Secondary School for the Deaf (MSSD) in Washington, DC is in need of a full-time Art Teacher beginning August 24, 1992. MSSD is a comprehensive high school serving deaf students from across the U.S. and is a federally funded demonstration program with curriculum development, training, research and dissemination responsibilities. The Art Teacher is responsible for teaching introduction to art, and beginning and advanced courses in drawing, painting, sculpture, and ceramics. MSSD faculty teach five 50-minute classes a day with a class size of 8 to 10 students. Daily working hours are 8:30 a.m. to 4:00 p.m. Minimum salary: \$28,501. DEADLINE: July 17, 1992.

QUALIFICATIONS: Master's degree in education with significant coursework in fine arts or education. Minimum one semester of experience teaching art to deaf students. Knowledge of a variety of instructional techniques and student assessment methods of application. To apply, send resume, transcripts and three letters of recommendation to Ms. Judy Berglund, Assistant to the Dean, Model Secondary School for the Deaf, 800 Florida Avenue NE, Washington, DC 20002. EOE.

Send letter of application, curriculum vitae, representative publication, evidence of teaching ability and names of three references to: Research Methods Faculty Search Committee, School of International Service, The American University, 8071, 4400 Massachusetts Avenue, N.W., Washington, D.C. 20016.

The School is committed to faculty diversity and encourages women and minorities to apply. Consideration of nominations and applications will begin September 15, 1992, and continue until positions are filled.

An EEO/AAA university.

Send letter of application, curriculum vitae, representative publication, evidence of teaching ability and names of three references to: Research Methods Faculty Search Committee, School of International Service, The American University, 8071, 4400 Massachusetts Avenue, N.W., Washington, D.C. 20016.

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Elizabeth City State University is one of sixteen constituent universities of The University of North Carolina and is located in northeastern North Carolina. It serves a clientele of approximately 1800 students.

### ELIZABETH CITY STATE UNIVERSITY

**1. DIVISION OF ACADEMIC AFFAIRS**

**DIRECTOR OF INCENTIVE SCHOLARS** Qualifications: An earned doctorate. At least three years' administrative experience at the higher education level desired. Responsibilities: Perform counseling services with enrollees in the program and provide statistical data necessary to document the program.

**DIRECTOR, TEACHER EDUCATION/STUDENT TEACHING** Qualifications: An earned doctorate in an area of education. Responsibilities: Provide effective leadership for the teacher education program and develop both short- and long-range planning for coordinating the placement of eligible student teachers.

**WOMEN'S BASKETBALL COACH** Qualifications: Master's degree or the equivalent. Qualify to work in some other capacity on campus.

### B. DIVISION OF DEVELOPMENT AND PLANNING

**VICE CHANCELLOR FOR DEVELOPMENT & PLANNING** Qualifications: An earned doctorate degree in the area of administration and higher education as it relates to planning, development, and institutional research or the equivalent. Expected to assume full management, administrative, and supervisory responsibility in all assigned programs and activities.

**PROJECT MANAGER, COMMUNITY DEVELOPMENT PROGRAM** Qualifications: Master's degree in Urban/Regional Planning, supplemented by courses in public administration and sufficient planning and management experience when combined with the master's degree equal four years.

**DIRECTOR, SMALL BUSINESS & TECHNOLOGY CENTER** Qualifications: Master's degree in Business Administration or the equivalent, with three to five years' experience in managing and assisting entrepreneurs to facilitate the continuing success of new and existing small businesses.

### III. DIVISION OF STUDENT AFFAIRS

**NURSES AIDE** Qualifications: Certified as nurse's aide in North Carolina. At least one year's experience working as a nurse's aide. Experience with athletic teams as trainer preferred.

**DIRECTOR OF ADMISSIONS** Qualifications: Master's degree in student personnel, business administration, or related field preferred. Bachelor's degree will be considered with three to five years' experience in admissions.

### IV. BUSINESS AND FINANCE

**RECYCLING COORDINATOR** Qualifications: Bachelor's degree with a preferred concentration in marketing or related sciences.

Please submit one application or résumé for each position of interest, three (3) letters of recommendation and official college transcripts to Elizabeth City State University Personnel Office, Box 944, Elizabeth City, NC 27909. Closing date is July 24, 1992, or until filled. For further information, please call (919) 335-3252.

Elizabeth City State University is an AFFIRMATIVE ACTION EQUAL OPPORTUNITY employer and applicants will be accepted without regard to age, race, color, creed, sex, and national origin. WE HIRE ONLY UNITED STATES CITIZENS AND LAWFULLY AUTHORIZED ALIEN WORKERS. YOU MUST BE ABLE TO PROVIDE DOCUMENTATION OF EMPLOYABILITY AND IDENTITY BASED ON THE LAW.

RECEIVED  
JULY 14 1992  
ELIZABETH CITY STATE UNIVERSITY  
HUMAN RESOURCES  
DEPARTMENT OF STUDENT AFFAIRS

### Director of Major Gifts

Colgate University is pleased to invite applications and nominations for the position of Director of Major Gifts. As the University prepares for a major funding initiative in the 1990's, we are searching for an experienced individual to assume this leadership position.

The Director of Major Gifts will report to the Director of Capital Support. Primary responsibilities include coordination and oversight of the prospect management and tracking system and leadership of the process of planning and implementing solicitation strategy for top donor prospects. Secondary responsibilities include the Development Research office and a staff of Associate Directors. A significant amount of the Director's time will also be focused on direct cultivation and solicitation of donor prospects and providing staff support for volunteers.

**Requirements:**  
The successful candidate will possess five or more years of progressively responsible fund-raising experience. Related sales, marketing and finance experience will be considered. Campaign experience and knowledge of planned giving techniques is desired. Excellent organizational and interpersonal skills and the ability to write and communicate orally are essential requirements.

Application review will start July 27, and continue until the position is filled. Please submit résumé and a letter of interest to:

Judith Troy  
Director of Human Resources  
Colgate University  
13 Oak Drive  
Hamilton, New York 13346

**COLGATE IS AN EQUAL OPPORTUNITY & AFFIRMATIVE ACTION EMPLOYER.**  
Compensation is commensurate with experience and qualifications.

**Holiday Inn West Virginia State College**, Trooper Inn, Rockwood, West Virginia, 26058. Applications received after August 1, 1992, will not be considered. Send resume and salary history to: Director of Financial Aid, Holiday Inn West Virginia State College, Trooper Inn, Rockwood, West Virginia 26058. Tel. 304-755-1200, Fax 304-755-1201, Ext. 200. Applications will be accepted until August 1, 1992. Applications will be considered on a rolling basis. Applications will be given preference to those received before July 1, 1992.

**South Puget Sound Community College** is seeking a Director of Financial Aid and Student Employment. This is an administrative support position. Master's degree required in Student Personnel Services, College Administration, Business of student financial aid programs and a commitment to working with a diverse student population. Applications received by 4:30 p.m., Friday, August 7, 1992 will receive full consideration. Excellent benefits package. For 2011 Hoffman Rd. S.W., Olympia, WA 98504 or call 206-754-7711, ext. 306. AA/EOE.

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## INSTITUTE OF PAPER SCIENCE AND TECHNOLOGY

**Manager, Electric Power Research Institute (EPRI)  
Pulp and Paper Office**

The Institute of Paper Science and Technology (IPST) is seeking a creative, entrepreneurial person and Manager of the Electric Power Research Institute (EPRI) Pulp and Paper Office. The Manager reports to the Vice President - Research and Academic Affairs and has responsibility for developing and implementing programs designed to facilitate the efficient use of electric power in the pulp and paper industry, to identify and develop funding to support research programs relevant for energy-related projects in the pulp and paper industry, and to promote visibility of the office among the paper industry and electric utilities. The Manager must have the ability to conceive, communicate and implement innovative strategies and programs responsive to the mission and goals of the Office and of EPRI. The position requires frequent travel.

Qualifications for this position include an in-depth understanding of the technological needs of the pulp and paper industry with an emphasis on energy management and process technology; association with major publications of pulp and paper, successful experience in marketing and/or obtaining contracts with clients; and at least five years of progressively responsible experience in both energy management or process-related areas. Excellent verbal and written communication skills with presentation and marketing skills are essential. An advanced degree or equivalent, preferably in a scientific or engineering area relevant to the pulp and paper industry, is required.

EPRI, located in Palo Alto, California, is a utility-funded, non-profit, contract management organization, conducting nationwide electric research and development. EPRI's mission is to discover, develop and deliver advances in science and technology for the benefit of member utilities, their customers and society.

The Institute of Paper Science and Technology (IPST), founded in Appleton, Wisconsin in 1929, is a privately funded 501(c)(3) grantee of the American Paper & Paperboard Manufacturers Association. The Institute formed an alliance with the Georgia Institute of Technology in 1989, and began operations in Atlanta, Georgia. The Institute is located in a new building on the Georgia Tech campus and has a research facility four blocks away.

A complete application must include a letter of application, current résumé, references, addresses, names and telephone numbers of at least three professional references.

Applications should be submitted to:

Personnel Manager  
Institute of Paper Science and Technology  
576 14th Street, NW  
Atlanta, GA 30318

Screening of candidates will begin immediately and will continue until an appointment is made.

The Institute of Paper Science and Technology is an Affirmative Action, Equal Opportunity Employer.



## Associate Director Career / Placement Services COLLEGE OF BUSINESS

The individual will serve as Director of MBA/MHR Career Services and Associate Director of Career Development Services; develop, plan and implement all career services functions for master's degree students, including internships, workshops, alumni network, career fairs, corporate databases and career counseling programs; market placement programs to local business employers; participate in professional organizations; assist in report, budget and policy development for operations.

Requires master's degree in business administration, student personnel or related field or a solid combination of education and experience; knowledge of career development theory and practices and recruitment techniques; college placement or industrial personnel experience desired.

Send cover letter, résumé, plus names and phone numbers of three references to: Director of Business, OSU, 1775 College Rd., Columbus, OH 43210; materials must be received by July 17, 1992.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Qualified women minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

## FUND-RAISING VITA BANK

Established in 1944 to support historically Black colleges and universities, the United Negro College Fund now assists 41 institutions in providing quality higher education to over 45,000 students. The United Negro College Fund, which has partners in New York City and satellite facilities in 29 cities across the nation, is seeking to create a vita and résumé bank of experienced development professionals to assist our fund-raising efforts. We invite interested parties to submit their résumés or vitae and letters of interest to:

G. Roland Wilson  
Director of Human Resources  
United Negro College Fund, Inc.  
500 East 62nd Street  
New York, NY 10021

As openings occur, selected candidates will be contacted and invited to apply for challenging positions within our organization.

The United Negro College Fund is an Equal Opportunity and Affirmative Action Employer.

The United Negro College Fund  
"A Mind is a Terrible Thing to Waste"

Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

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Qualifications for this position include an in-depth understanding of the technological needs of the pulp and paper industry with an emphasis on energy management and process technology; association with major publications of pulp and paper, successful experience in marketing and/or obtaining contracts with clients; and at least five years of progressively responsible experience in both energy management or process-related areas. Excellent verbal and written communication skills with presentation and marketing skills are essential. An advanced degree or equivalent, preferably in a scientific or engineering area relevant to the pulp and paper industry, is required.

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Institute of Paper Science and Technology  
576 14th Street, NW  
Atlanta, GA 30318

Screening of candidates will begin immediately and will continue until an appointment is made.

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## Assistant Director of Academic Affairs for Off-Campus Degree Programs

Western New England College seeks applications to fill the newly created position of Assistant Director of Academic Affairs for Off-Campus Degree Programs. Western New England College offers non-traditional degree programs located in Springfield, Massachusetts, offering a variety of degree programs (MBA, MSCJA, BSC, BS, BA) at several Off-Campus sites in the greater Boston area. The Assistant Director will assist in the evaluation of programs, the scheduling of courses, and the advising of students. Special responsibility of the Assistant Director will be to administer support for programs in law enforcement, criminal justice and business. The Assistant Director will also be responsible for research projects relevant to the paper and pulp industry, to identify and develop funding to support research programs relevant for energy-related projects in the pulp and paper industry, and to promote visibility of the office among the paper industry and electric utilities. The Manager must have the ability to conceive, communicate and implement innovative strategies and programs responsive to the mission and goals of the Office and of EPRI. The position requires frequent travel.

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## REGISTRAR

The University of Toledo invites applications for the position of Registrar. A bachelor's degree is required; directly involving student record services, experience in management and student registration and scheduling, and detailed knowledge and experience working with computerized information data systems is also required. Familiarity with and/or interest in new computer installation desired. Must have ability to relate well to diverse groups of students, faculty and staff. Salary commensurate with experience. The University of Toledo is one of 13 state supported universities in Ohio. The University of Toledo (UT) has become a mature institution of higher education. It has more than 140 programs of study and 18 Ph.D. areas in eight colleges, its depth of critical research and its healthy symbiotic relationship with the business and industrial community of northwest Ohio attest to this maturity. The enrollment is approximately 25,000 students. The position will remain open until filled. The Search Committee will begin reviewing applications on July 27. Interested applicants should submit a letter of application, resume, and the names and telephone numbers of three professional references to: Kevin E. Bailey, Recruitment Manager, The University of Toledo, Toledo, OH 43606.



Equal Opportunity/Affirmative Action Employer

## LEWIS-CLARK STATE COLLEGE

### Division of Student Development Registrar

**Coordinator, Capital Outlay  
State Council of Higher Education for Virginia  
Salary Range: \$35,877-\$42,830**

The Council of Higher Education is seeking a person to provide leadership in developing a long-range, statewide outlook for higher education facilities. The Council, Virginia's higher education coordinating agency, has the responsibility to consider the future needs of higher education, including the University of Virginia.

**QUALIFICATIONS:** Must have excellent computer skills and knowledge about the University of Virginia's office, including on-line registration, supervisory experience necessary. Master's degree in College Student Personnel Service, Higher Education Administration or related field required with doctorate in area preferred.

The Search Committee will screen candidates applications immediately upon receipt. Selections will be made as soon as possible, but recruitment will continue until position is filled. Send a letter of application, resume and the names, addresses, and phone numbers of three references to:

Dr. J. Michael Hosteller  
Vice President for Student Development  
Lewis-Clark State College  
500 8th Avenue  
Lewiston, ID 83501

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER  
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

Applications must be received by Friday, August 21, 1992.

AN EQUAL OPPORTUNITY EMPLOYER

The STATE UNIVERSITY OF NEW JERSEY

## BULLETIN BOARD: Positions available



### The University of Vermont

UVM is a selective state university composed of eight undergraduate schools and colleges and a graduate and medical college, with 8,000 undergraduates. The University seeks an Admissions Officer II and Admissions Officer III for the undergraduate population.

Admissions Officer II (two vacancies)

Candidates should be self-starters and also able to work well within a team structure. The primary duties will include travel to high schools throughout the U.S. interviewing and counseling prospective students; application review, on-campus presentations and program planning. Strong interpersonal skills and effective writing and public speaking skills are required. Evening and weekend work required.

Candidates must possess a bachelor's degree and up to 2 years' admissions experience or an equivalent combination of education and experience from which comparable knowledge and experience can be acquired. Salary commensurate with qualifications and experience.

Position available 9/1/92. Send cover letter and curriculum vitae by 8/15/92 to:

R. Stan Williams, M.D.  
Assistant Professor  
Search Committee Chairman  
Department of Obstetrics  
and Gynecology  
Box 10000  
University of Florida  
College of Medicine  
Gainesville, FL 32610-0294

University of Florida is an EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. Women and minorities are particularly encouraged to apply.

## Assistant in Obstetrics and Gynecology

### Endocrinology Division

The Department of Obstetrics and Gynecology, University of Florida College of Medicine, under the direction of Byron J. Masters, M.D., Professor and Chairman, is seeking applicants for a full-time, non-tenure faculty position within the Division of Endocrinology. This position offers major research opportunities.

Salaries dependent upon the qualifications and experience of the applicant. Faculty included: Assistant professor must possess a Ph.D. and experience in cell culture, molecular biology, in vitro fertilization, or pre-implantation genetics is preferred.

Position available 9/1/92. Send cover letter and curriculum vitae by 8/15/92 to:

R. Stan Williams, M.D.  
Assistant Professor  
Search Committee Chairman  
Department of Obstetrics  
and Gynecology  
Box 10000  
University of Florida  
College of Medicine  
Gainesville, FL 32610-0294

University of Florida is an EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. Women and minorities are particularly encouraged to apply.

Blue Ridge Community College, one of 23 colleges in the Virginia Community College System, is nestled in the historic Shenandoah Valley near the beautiful Blue Ridge mountains. The College serves a growing population of about 200,000 which includes three counties and the progressive cities of Waynesboro, Staunton, and Harrisonburg. The area is also home to several four-year institutions including James Madison University, the University of Virginia is about 45 miles away in Charlottesville. The College's geographic location offers the advantages of a small town lifestyle with easy access to the cultural and recreational facilities of major metropolitan centers such as Washington, D.C. and Richmond, Virginia.

## COUNSELOR

Provides comprehensive community college counseling services that include educational and career planning, group placement, academic advising, and general counseling. Assists students individually and in groups with resources for financial aid, student activities transfer to other colleges, testing; provides specialized services for remediation and psychological consultation; and performs other general counseling functions. Coordinates support services for students with special needs.

A master's degree in counseling is required. Qualifications include knowledge of occupational-technical career and transfer curricula; knowledge of community college mission; organizational and leadership skills; strong interpersonal skills and ability to work harmoniously with students, other counselors, faculty, support staff, and administrative personnel; effective writing and speaking skills; and familiarity with services for students with special needs.

This is a twelve month professional faculty appointment effective August 16, 1992 or as soon as possible thereafter. Rank and salary are dependent upon academic qualifications and applicable professional experience. Range for initial appointment in 1992-93 is \$31,260-\$41,276.

To apply, submit a Commonwealth of Virginia Application for Employment form (revised by calling 703-234-9261, Ext. 213, or TDD 703-234-0486), resume, and unofficial copies of undergraduate and graduate academic transcripts to the Personnel Office, Blue Ridge Community College, P.O. Box 80, Weyers Cave, VA 24486 by noon, July 31, 1992. Incomplete files or application materials received after the deadline will not be considered.

Blue Ridge Community College is an EEO/AA employer.

## BLUE RIDGE COMMUNITY COLLEGE

## FEDERAL LIAISON OFFICER

### Program Officer

### South/Southeast Asia Programs Social Science Research Council

The Social Science Research Council (SSRC) invites applications for a Program Officer to serve in its program on South Asian and Southeast Asian Studies. Working primarily through the Joint Committee on South Asia and the South Asian Studies Program, the Council sponsors with the American Council of Learned Societies a program of grants-in-aid, research grants, and international activities for the study of social sciences and humanities from different areas of the world to support doctoral and post-doctoral training on these regions, to promote development of scholarly fields relating to the social and political processes of universities and the federal policy making process.

Additional responsibilities include providing information about funding opportunities for the University's programs and activities; coordinating funding for the University's programs and activities; and maintaining communication with political leaders and federal officials on policies, regulations, and laws affecting universities. The position reports to the Vice President of Research, involved closely with the President and his senior officers, and the state liaison officer. It is anticipated that the individual will spend approximately half time in Washington, DC.

Applicants including a résumé and names of three references should be submitted with a postmark date no later than July 20, 1992 to:

Search Committee for Federal Liaison Officer

A. R. Potent, Associate Vice President, Chair

Office of Research and Technology Transfer

University of Minnesota

1100 Washington Avenue, Suite 201

Minneapolis, MN 55415-1290

The University of Minnesota is an equal opportunity educator and employer.

Please send resume, salary history and reference information by the deadline date of July 31st to: Richard K. Brall, Acting Director, National Transit Institute, Department of Urban Planning and Policy Development, Rutgers, the State University of New Jersey, Clifton Avenue, PC Box 270, New Brunswick, NJ 08903-0270

Rutgers

Employment verification required. Alternative Action Equal Opportunity Employer

The STATE UNIVERSITY OF NEW JERSEY

RUTGERS



## MISSOURI COORDINATING BOARD FOR HIGHER EDUCATION

### Two Vacant Positions

#### Research Associate for Planning and Academic Programs

**Responsibilities:** The successful candidate will conduct research and analysis on issues before the Missouri Coordinating Board for Higher Education—including—but not limited to—new academic program proposals, existing program reviews, articulation and transfer, and trends in Missouri higher education. He or she may assist in the administration of selected ongoing programs such as the Education and Economic Security Act as well as the development of short-term special projects. The person holding this position will also be expected to serve liaison with two-year and four-year colleges and universities as well as other state agencies as assigned.

**Qualifications:** This is a staff level professional position. The successful candidate will have earned at least a master's degree in a recognized academic discipline; will have strong analytic skills and the ability to synthesize information; and will have excellent written and oral communication skills. Two to three years of teaching or administrative experience would be very desirable. Familiarity with statistical analyses, microcomputer databases, academic program evaluation, and community college issues would be a strong plus.

#### Research Associate for Planning and Federal Grant Programs

**Responsibilities:** The successful candidate will have major responsibility for administration of grants made under the Eisenhower Mathematics and Science Education Act and will be responsible for the act's oversight and reporting requirements. He or she will also be expected to support Missouri's \$5 million grant from NSF for its efforts to conduct research and analysis on issues before the Missouri Coordinating Board for Higher Education. These latter issues typically include new academic program proposals, reviews of existing programs, and special projects related to academic programs and institutional planning. The person holding this position will also be expected to serve liaison with two-year and four-year colleges and universities as well as other state agencies as assigned.

**Qualifications:** This is a staff level professional position. The successful candidate will have earned at least a master's degree in a recognized academic discipline and will have strong analytic skills and the ability to synthesize information; will have excellent written and oral communication skills. One to three years of teaching or administrative experience in mathematics or science would be very desirable. Familiarity with budget preparation and evaluation would be a strong plus.

#### FOR BOTH POSITIONS

**Salary:** Starting compensation will be competitive depending on qualifications and experience plus the standard state of Missouri benefit package.

**Applications:** Completed applications must include a letter of application, résumé of education and employment experience, and the names, addresses, titles, and telephone numbers of at least three references. Review of applications will begin July 17 and will continue until the position is filled. Potential interviewees will be expected to provide academic transcripts and a recent professional writing sample. Submit all material to:

Mrs. Janet Butcher  
Senior Associate for Accounting Services  
Coordinating Board for Higher Education  
101 Adams Street  
Jefferson City, MO 65101  
An Equal Opportunity Employer

## GETTYSBURG

### Assistant Director of Financial Aid

This position will assist in all the duties of the Financial Aid Office in reviewing and processing Financial Aid forms and advising prospective and enrolled students and their families concerning Financial Aid resources available to them. Some responsibilities in coordinating efforts with the Admissions Office will also be expected.

Entry level candidates will be considered but some financial aid experience is preferred. Gettysburg College is a highly selective liberal arts college located within one hour and one-half of the Washington/Baltimore area. It is an Equal Opportunity, Affirmative Action Employer; women and minorities are encouraged to apply.

Résumés should be forwarded by July 17 to Ronald Shunk, Director of Financial Aid, Gettysburg College, Gettysburg, PA 17325.

## DIRECTOR RESEARCH SERVICES DIVISION

### Institute of Paper Science and Technology

The Institute of Paper Science and Technology is seeking a dynamic entrepreneurial individual to direct the Research Services Division. This division provides technical support services for the education and research activities of the Institute, as well as providing related services to external organizations. The division encompasses four laboratories focusing on paper analysis, chemical analysis, microscopy and fiber analysis, and optical properties. The Director reports to the Vice President—Research and Academic Affairs, provides overall technical and administrative leadership for the activities of the Division, and is responsible for extensive client contact and proposal preparation.

Qualifications for this position include an advanced degree or equivalent in a relevant field of science or engineering, an outstanding record of technical accomplishment in a technical environment, and evidence of progressive research and/or management of technical activities. Preferred qualifications include an in-depth knowledge of pulp and paper science and technology and/or experience in managing analytical laboratories.

The Institute of Paper Science and Technology (IPST), founded in Appleton, Wisconsin in 1920, is primarily funded by a \$15-million research university and offers accredited programs leading to a Bachelor of P.D. in 1989. The Institute formed an alliance with the Georgia Institute of Technology and relocated operations to Atlanta, Georgia. The Institute is located in a state-of-the-art facility on the Georgia Tech campus and has a research facility four blocks away.

A complete application must include a letter of application, current résumé and names, addresses and telephone numbers of at least three professional references.

Applications should be submitted to:

Personnel Manager  
Institute of Paper Science and Technology  
575 14th Street, NW  
Atlanta, Georgia 30318

Screening of applicants will begin immediately and will continue until an appointment is made.

The Institute of Paper Science and Technology is an Affirmative Action, Equal Opportunity Employer.

## DIRECTOR

The Southern Technology Council seeks a dynamic individual to serve as its Director. The Council—one of the South's premier regional economic development research organizations—works to improve the region's economy by the development of policies and programs relating to science and technology, including industrial modernization and education.

The Director is responsible for development of policies and programs; pilot project development and implementation at regional and state levels; preparation of research reports, articles, speeches, and proposals; management of on-going projects; and direction of the work of staff and consultants.

The successful candidate for this position will be an innovative, aggressive individual with the ability to build the organization. A combination of graduate work or field-related experience in both economic development and science or engineering is required; experience or education in public policy, education, and industry would be a plus. Strong administrative and management, fundraising, and verbal and written communication skills are necessary, as is a knowledge of state government.

Application review will begin immediately and continue until the position is filled. For a full job description and application, write to Search Committee, Southern Technology Council, P.O. Box 12293, Research Triangle Park, NC 27705.



Southern Technology Council

## SCRIPPS COLLEGE

### Director of Public Relations and Communication

The Director of Public Relations and Communication at Scripps College is responsible for all media relations and publications for the College. The Director works with the President and other members of the College staff to develop and implement an annual public relations plan. The Director coordinates publications, including management of the graphic design concepts, use of photography, and editorial functions. The person serves as the College's primary contact with local, regional, and national media.

The Director must have excellent oral and written communication skills; exhibit strong interpersonal relations and managerial ability; demonstrate successful experience in implementing and managing print media and public relations program. Interest in the values and mission of a small liberal arts college for women. Bachelor's degree required. Salary commensurate with experience. Excellent benefit program.

Candidates should submit a letter of application, résumé, and the names and addresses of three references to:

Linda Davis Taylor  
Vice President  
Development and College Relations  
Scripps College  
1030 Columbia Avenue  
Claremont, CA 91711

ANEOO

## CURATOR OF SPECIAL COLLECTIONS

RANK: Associate Professor or higher (renovable, fixed-term appointment)

**DUTIES AND RESPONSIBILITIES:** Reports to the University Librarian. Administers Special Collections Department, consisting of 16,000 linear feet of manuscripts, 125,000 historical photographs, and 80,000 rare books and manuscripts. Supervises two professionals and two classified staff. Responsible for collection development, and security. Maintains library equipment and facilities.

Performs special projects as assigned. **QUALIFICATIONS:** Required: MLS from ALA accredited library school, or graduate degree in appropriate subject area, preferably with course work in rare books and manuscripts; minimum five years' experience in special collections in an academic or research library; excellent oral and written communication skills; demonstrated administrative ability; and ability to relate to faculty and University faculty and staff. Also desired: record of achievement in related academic departments. May serve on Library and University committees. Perform special projects as assigned.

Salary: \$47,500-\$53,000 for twelve month appointment. Appointment beyond the minimum salary will be dependent upon qualification, prior experience, and academic record. fringe benefits include choice of medical plan, Cross/Blue Shield or HMO option, fully paid state health insurance, tuition waiver, and 10 days vacation. **APPLICATION DEADLINE:** Applications will be accepted until August 31, 1992 or until position is filled.

TO APPLY: Send cover letter, résumé, and names, addresses, and telephone numbers of four references to Ms. Lake Stumbaugh, Personnel Librarian, Knight Library, University of Oregon, Eugene, Oregon 97403-1299; (503) 346-1995; (503) 346-3094 (fax).

The University of Oregon Library is an ARL library with current holdings of approximately 2 million volumes and over 18,000 serials subscriptions. The Library participates in OCLC Catalog circulation, acquisition and serials functions are automated using the INNOPAC system.

The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity. In compliance with the Immigration Reform and Control Act of 1986, all persons hired after November 6, 1986 will be required to show proof of their identity and right to work in the United States.



## Middle Tennessee State University

### AREA COORDINATOR UNIVERSITY HOUSING

**DUTIES AND RESPONSIBILITIES:** To carry out a wide variety of professional administrative tasks in the management of a group of residence halls which house approximately 700 students and carry out concurrent system-wide responsibilities in data processing and application programming. For more information, contact Ivan Shevchuk at 615-893-4860.

**QUALIFICATIONS:** Requires a Bachelor's degree and two years of work experience in student personnel administration or related field. May be required for the experience requirement.

**SALARY:** \$15,500 annually with commensurate appointment and paid utilities.

**FILING DEADLINE:** August 3, 1992.

**HIRING PROCEDURE:** Interested applicants should file: (1) a cover letter indicating interest in the position (SPECIFY THE ABOVE TITLE IN YOUR LETTER); (2) a current résumé including educational and professional background; (3) 3 letters of reference and (4) an MTSU Application for Employment Form (available by calling 615-893-7000).

**SUBMIT APPLICATION MATERIALS TO:**

PERSONNEL OFFICE  
MIDDLE TENNESSEE STATE UNIVERSITY  
MURFREESBORO, TENNESSEE 37132

An Equal Opportunity, Affirmative Action Employer

The most extensive listing anywhere of jobs available in higher education —

every week in The Chronicle.

## BULLETIN BOARD: Positions available

## WAKE FOREST UNIVERSITY

### Director Intercollegiate Athletics

Wake Forest University, located in Winston-Salem, North Carolina, is a private 158-year-old liberal arts university with approximately 5,300 students and 800 faculty in six schools (including the Bowman Gray School of Medicine).

The University invites nominations and applications for the position of Director of Athletics. The Director reports to the President of the University and administers the intercollegiate athletics program consisting of 16 sports for women and men and a permanent full-time staff of 100. The University is a member of Division I-A of the NCAA and the Atlantic Coast Conference.

The Director provides leadership for the accomplishing of goals of the athletic program and contributes actively to the realization of the goals of the University. The Director is accountable for superintendence of the program of the athletic department, including securing and managing fiscal resources, selecting coaches and other personnel, scheduling and negotiating contracts, promoting the programs of the department, communicating with and through the media, overseeing and developing facilities, and working with alumnus and other support groups.

Qualifications: A master's degree is preferred and admissions experience or related experience is desirable. The position requires accomplished planning and organizational skills along with the ability to communicate effectively and relate to the various public. An individual with high energy is necessary to maintain heavy travel responsibilities.

**Salary:** Commensurate with qualifications. Salary range begins at \$28,000 for 12 months; paid holidays paid hospitalization, life insurance, paid prescriptions, retirement (optional state plan or TIAA-CREF) and dental and vision care plans.

**Starting Date:** September 1, 1992.

**Application:** Forward letter of application and a detailed résumé and references by July 27, 1992 to:

### Assistant Director of Admissions

LOCK HAVEN  
UNIVERSITY

Lock Haven University is located in Lock Haven, Pennsylvania, in the central region of the state along the West Branch of the Susquehanna River. With an enrollment of 3,700 students, including a branch campus in Clearfield, Pennsylvania, it is a multi-purpose institution offering bachelor's degrees in disciplines in the Arts and Sciences, Education and Human Services. The library contains over 340,000 volumes and 1,331 periodicals. Lock Haven University has a special mission in the area of International Education.

**Responsibilities:** The Assistant Director of Admissions will assist in all phases of admissions work, including such areas as special recruitment and decision making, campus based interviews and presentations with prospective students, and extensive off-campus recruitment activities.

The Assistant Director will assume various assigned special programs which will require coordination and implementation.

**Qualifications:** A master's degree is preferred and admissions experience or related experience is desirable. The position requires accomplished planning and organizational skills along with the ability to communicate effectively and relate to the various public. An individual with high energy is necessary to maintain heavy travel responsibilities.

**Salary:** Commensurate with qualifications. Salary range begins at \$28,000 for 12 months; paid holidays paid hospitalization, life insurance, paid prescriptions, retirement (optional state plan or TIAA-CREF) and dental and vision care plans.

**Starting Date:** September 1, 1992.

**Application:** Forward letter of application and a detailed résumé and references by July 27, 1992 to:

Mr. Joseph A. Golden  
Director of Admissions  
Office of Admissions  
Lock Haven, PA 17745

**LOCK HAVEN UNIVERSITY IS AN EQUAL OPPORTUNITY,  
AFFIRMATIVE ACTION EMPLOYER.**

## Director Office of Information Technology (OIT) University of the Pacific Stockton, California

Plan, organize and direct OIT operations to support academic/administrative information systems on main campus in Stockton, Dental School in San Francisco, McGeorge School of Law in Sacramento. About 5,500 students, over 300 faculty.

#### Responsibilities:

- \*Liaison between campuses to formulate policy for vice presidential approval.
- \*Feasibility studies, conceptual designs, determine software and hardware requirement, prepare reports on computer support issues.

- \*Identify opportunities for expanded computer usage.
- \*Develop academic/administrative computing policies.

- \*Plan, direct, control information systems operations.

- \*Negotiate vendor contracts.

- \*Provide consulting services for University.

- \*Prepare and maintain annual computer budgets.

- \*Maintain working knowledge of current and future computing technology and trends.

- \*Select, evaluate and supervise OIT staff.

**Minimum Requirements:** Masters degree in computer sciences, information systems or equivalent experience.

**Minimum 8 years experience, including managerial level at University.**

**Equipment:** University's OIT supports a Unisys A6 machine for administrative work and a cluster of DEC machines running VMS and Ultrix on a campus-wide ethernet. University is undergoing review of its future computing environment.

**Send resume with references to:** Executive Vice President, UOP, 3601 Pacific Avenue, Stockton, CA 95211. Applications to be reviewed beginning 8/15 until filled.

**Salary, benefits competitive.**

**Affirmative Action/Equal Opportunity Employer**

## UNIVERSITY DALLAS

### Director of Development

Reporting to the Vice President for Development and University Relations, and supervising a staff of ten, the Director of Development is responsible for managing all fund raising programs. These programs include major gift solicitation, annual giving, planned giving, and the administration of a recently initiated capital campaign. Applicants must have a BA degree in an applicable field, at least 5 years' major gift fundraising experience and excellent communication and organization skills. Experience running a capital campaign and knowledge of automated development systems for reporting and tracking contributions is necessary.

The University of Dallas is a highly selective, private, Catholic university located in the Dallas/Fort Worth metropolitan area of Texas. Extensive renovation of existing buildings and construction of new facilities on the Irving campus is planned for the 1993/94 as well as the completion of a new campus near Rome. Total current enrollment is approximately 3,000.

University's total with at least three references to:

Director of Personnel Services  
University of Dallas  
1845 E. Northgate Drive  
Irving, TX 75062

Please respond by July 11, 1992.

## ASSISTANT OR ASSOCIATE DIRECTOR/EMPLOYER RELATIONS MANAGER CAREER PLANNING & PLACEMENT

Responsible for the administration, coordination, development and expansion of the inter-campus recruiting and internship programs. Involves coordination of workshops and career fairs; production of office newsletters and related publications, as well as management of the graduate and professional testing program.





## UNIVERSITY OF ARKANSAS AT PINE BLUFF

### Vice Chancellor for Student Affairs

The University of Arkansas at Pine Bluff invites applications and nominations for the position of Vice Chancellor for Student Affairs. The University of Arkansas at Pine Bluff, a Land Grant Institution which serves approximately 3,800 undergraduate and graduate students, offers bachelors degrees in over 90 academic fields and in cooperation with the University of Arkansas at Monticello, a Master's degree in education.

The Vice Chancellor for Student Affairs is the chief administrative officer for the Division of Student Affairs and reports directly to the Chancellor. The University and is one of the three Vice Chancellors comprising the Chancellor's executive management team. Units currently reporting to the Vice Chancellor for Student Affairs include Dean of Students, Counseling Services and Testing Center, Health Services, Residential Services, Student Union, Student Organizations/Activities, Campus Police and Security Services and United Drug Awareness Program. The Vice Chancellor for Student Affairs is responsible and accountable for all fiscal and budgetary matters related to units within Student Affairs. The individual who occupies the position is expected to provide leadership and supervision for the division's directors, serve as student conduct officer, facilitate the programs that meet the needs of a diverse student population, work cooperatively with the Student Government Association, encourage student involvement in the life of the campus, and promote a campus environment of learning.

The successful candidate for this position will have a Master's degree; a doctorate is preferred; and will have demonstrated managerial skills and credentials including a minimum of five years of successful administrative experience in Student Affairs and possess:

- (1) A record of strong administrative and supervisory experience related to student affairs
  - (2) Excellent interpersonal and student advocacy skills
  - (3) Evidence of operational skills in budget and finance
  - (4) Experience in working with a diverse community of students, faculty, staff, governance groups and the community at large
  - (5) Demonstrated success in promoting and supporting a diverse student body
- Candidates wishing to be considered should submit a detailed letter of interest outlining their educational philosophy and commitment, a current résumé highlighting achievements relevant to criteria mentioned above and reference letters from three persons including one from the most recent employer or supervisor.
- The search committee will begin to review resumes by July 15, 1992. An appointment to the position will be made on or before August 15, 1992. Send nominations and applications to:

Willie H. Gilmore, Chair  
Search Committee for Vice Chancellor for Student Affairs  
Box 4186  
1200 North University  
Pine Bluff, Arkansas 71601

Affirmative Action, Equal Opportunity Employer

## DEAN OF STUDENTS MISSOURI VALLEY COLLEGE Marshall, Missouri

Missouri Valley College invites applications for the position of Dean of Students to be filled by August 15, 1992. This position reports to the Dean of the College who has formerly held the position. The Dean of Students oversees a staff that oversees the Student Center, residence halls, student organizations and activities, disciplines a unique student monitoring program for academic achievement, oversees the College's extensive Work and Learn Program, and a Freshman Seminar and Talent Advising Program.

Qualified candidates should have at least five years of increasing responsibility and experience in student services in the liberal arts tradition, have an advanced degree, possess the ability to work effectively with a diverse student body, and communicate well at all levels of the College.

Missouri Valley College's 100 students, coed, include approximately 850 residents and 250 commuters. Nearly one-half of student majors are in the business and social sciences and one-third in teacher education. One-half of the student body participate in a strong NAIA tradition of inter-collegiate athletics.

Marshall, Missouri, a prosperous community of 15,000, is located halfway between Columbia and Kansas City. Situated on the historic Santa Fe Trail, Marshall is proud of its own symphony orchestra, and distinct city park. Nearby is the restored town of Arrow Rock with its historical theatre and local art and craft shops. The Missouri River Valley and nearby state parks provide opportunities for camping, boating, canoeing, and fishing.

To apply: Letters of nomination or application, along with résumé and references, should be sent to J. Kenneth Bryant, Dean of the College, Missouri Valley College, Marshall, Missouri 65340.

Research / Economics / Social Policy: The Joint Center for Political and Economic Studies has an opening for a research associate in political and economic policy. The primary responsibilities of this position include data base management for a longitudinal study of individuals in college, administrative analysis, and developing computer-based initiatives in the area of educational statistics, data collection on educational preferences and forums, and developing a national survey of educational preferences and forums. Qualifications include a doctoral degree in public policy, education, or one of the social sciences or a master's degree in one of the social sciences and excellent quantitative skills. Advanced writing skills are also required. Applications should be sent to Personnel, The Joint Center for Political and Economic Studies, Suite 400, 1301 Pennsylvania Avenue Northwest, Washington, D.C. 20004.

Research/Educational: The Joint Center for Political and Economic Studies has an opening for a research associate in political and economic policy. The primary responsibilities of this position include data base management for a longitudinal study of individuals in college, administrative analysis, and developing computer-based initiatives in the area of educational statistics, data collection on educational preferences and forums, and developing a national survey of educational preferences and forums. Qualifications include a doctoral degree in public policy, education, or one of the social sciences or a master's degree in one of the social sciences and excellent quantitative skills. Advanced writing skills are also required. Applications should be sent to Personnel, The Joint Center for Political and Economic Studies, Suite 400,

## POSITION ANNOUNCEMENT DEAN OF THE SCHOOL OF HEALTH RELATED PROFESSIONS

The University of Mississippi Medical Center • Jackson

The University of Mississippi Medical Center invites nominations for the position of Dean of the School of Health Related Professions, one of four health professional schools on this health sciences campus. The School of Health Related Professions offers two-plus-two baccalaureate curricula in cytotechnology; dental hygiene; health record administration; medical technology; occupational therapy; physical therapy; and respiratory care and certificate programs in emergency medical technology and respiratory care technician training. Total enrollment in all programs in 1991 was 370.

The University of Mississippi Medical Center is Mississippi's only academic health sciences center. In addition to the School of Health Related Professions, the institution houses the Schools of Medicine, Nursing and Dentistry; graduate programs in the medical sciences; and the 533-bed University Hospital, the teaching hospital for all programs.

The dean reports to the vice chancellor for health affairs, the Medical Center's chief executive officer. Candidates should have a Ph.D. or Ed.D. degree; extensive experience in allied health education, including significant prior experience in administration; and have a record of scholarly contributions and participation in appropriate professional organizations.

Those who wish to submit a nomination for the position should send the nominee's name, curriculum vitae and the names and telephone numbers of three references to Dr. A. Wallace Connerly, Assistant Vice Chancellor, the University of Mississippi Medical Center, 2500 North State Street, Jackson, Mississippi 39216-4505, by October 1, 1992.

The University of Mississippi Medical Center offers equal opportunity in education and employment. M/F/V.



DEAN OF  
THE COLLEGE OF  
LIBERAL ARTS  
AND SCIENCES  
KUTZTOWN UNIVERSITY  
Kutztown, PA 19530

THE UNIVERSITY

Kutztown University, one of 14 institutions in the State System of Higher Education of Pennsylvania, invites applications for the position of Dean of the College of Liberal Arts and Sciences. The University enrolls approximately 7,000 students in undergraduate and graduate programs. The University is located in a picturesque rural setting adjacent to the Borough of Kutztown, two-plus-two large cities, Allentown and Reading. It is within 10 miles of the campus. New York City is 90 miles to the northeast and Philadelphia is 70 miles to the south.

THE POSITION

The Dean of Liberal Arts and Sciences reports to the Provost/Vice President for Academic Affairs. The Dean works closely with the Provost and other college deans to provide leadership, direction and maintenance excellence in academic areas. He or she holds a twelve-month management position without tenure or academic rank. The College includes the departments of Anthropology and Sociology, Biological Science, Criminal Justice and Social Welfare, English, Foreign Languages, Geography, History, Modern Computer Science, Nursing, Philosophy, Physical Sciences, Political Science, Psychology and Telecommunications. There are approximately 18 faculty in the College, serving 7,000 students enrolled in majors. The College also plays a major role in providing general education courses for the University.

The Dean of Liberal Arts and Sciences is responsible for leadership and supervision in all areas of activity in the College and its departments. He or she participates in institutional policy and decision-making as a member of the Dean's Council.

QUALIFICATIONS

• An earned doctorate in a discipline appropriate to the college.

• A strong record of scholarly activity.

• A record of teaching effectiveness.

• Successful experience in academic administration at the level of department chair or equivalent for at least three years, including knowledge in academic planning, development of instructional, preparation and management of budget and management and evaluation of personnel.

• Effectiveness in promoting high standards in teaching, program development, academic advising and research.

• Effective oral and written communication skills.

• Skills necessary to be a strong advocate for the college.

• Demonstrated ability to work effectively with administrators, faculty and students with diverse interests.

• Demonstrated commitment to faculty governance.

• Demonstrated commitment to affirmative action and to furthering cultural diversity.

Salary will be commensurate with qualifications and experience and includes an excellent fringe benefit package. Appointment is preferred by January 1993 and no later than July 1, 1993. Send resume by April 14, 1992, after application, current résumé, and the names, addresses, and telephone numbers of three references to:

Chairperson, Search Committee  
for Dean, Liberal Arts and Sciences  
Office of the Provost  
Kutztown University  
Kutztown, PA 19530

KU is an Affirmative Action, Equal Opportunity Employer and actively solicits applications from qualified women and minorities.

## Ouachita Baptist University

Ouachita Baptist University seeks nominations and applications for Dean of its newly created Frank D. Hickling School of Business. Ouachita Baptist University is a private, church-related institution.

The Dean will be expected to provide leadership in areas of curriculum and faculty development. The Dean must also be committed to the mission and role of a church-related liberal arts university. Expectations for the position include:

- Earned doctorate in an appropriate discipline within the School.
- Successful college teaching experience.
- Commitment to scholarship as evidenced by publications, research, and membership in professional learned societies.
- Dedication to the church-related heritage of the university, with preference given to an active member of a Southern Baptist church.
- A record of administrative leadership demonstrated through experience as dean, department chair, or comparable managerial experience.

Applicants should send a letter, vita, and names, addresses, and phone numbers of at least three references. Review of candidates will begin on October 1, 1992, and continue until the position is filled. The position will be filled no later than July 1, 1993. Address applications or nominations to Professor Donald Anderson, Chair, Dean's Search Committee, Box 3710, Ouachita Baptist University, Arkadelphia, AR 71998-0001.

The candidate should present strong evidence of ability to write for publication. Applications will be reviewed by the Joint Committee on Personnel, The Joint Center for Political and Economic Studies, Suite 400, 1301 Pennsylvania Avenue Northwest, Washington, DC 20004.

Research/Medical Science: Research Associate, M.S. or equivalent in Biochemistry, Cell Biology, or 2 years' experience or 2 years' postdoctoral experience. Must have advanced knowledge of the effects of drugs on muscle, the relationship between platelet/vascular diseases and platelet/vascular diseases and platelet function. Experience in molecular cloning, polymerase chain reaction, DNA sequencing, DNA sequence analysis, DNA/DNA hybridization, restriction endonuclease mapping, and molecular cloning in skeletal muscle. Study the molecular mechanism of drug-induced platelet aggregation. Utilize gel electrophoresis and radioimmunoassay. Characterize cDNA clones with radioactive probes, and measure platelet aggregation in intact platelets and isolated platelets in culture for inhibition of platelet aggregation by various agents. Use standard techniques for platelet aggregation, e.g., radioisotope tracer technique. 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# End Paper



TAU 3 REFUGEE CAMP, MARCH 1985: JUGITAL PATIENT WITH MALNUTRITION AND PNEUMONIA

DAVID HEIDEN

In the spring of 1985, I left my home in San Francisco to work in the refugee camps of eastern Sudan. It was an experience that often overwhelmed me. I knew I was having an experience with far more in it than I could absorb as it happened.

I kept a diary, and I compulsively took

photographs. The pictures are about refugees, but the story is really about Western relief workers. It is a story about confronting and attempting to remedy a set of circumstances that were far beyond our comprehension and control. It is a story about how we became part of the disaster we were sent to contain.

*The text and photograph are from Dust to Dust: A Doctor's View of Famine in Africa by David Heiden, a physician, and research associate at the University of California's San Francisco Medical School. The book of journal entries and black-and-white photographs is published by Temple University Press.*

## Government & Politics

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identifiable. But here the differential admission standards are remnants of the dual system with a continuing discriminatory effect, and the mission assignments "to some degree follow the historical racial assignments." 914 F. 2d, at 692. Moreover, the District Court did not justify the differing admission standards based on the different mission assignments.

It observed only that in the 1970's, the Board of Trustees justified a minimum ACT score of 15 because too many students with lower scores were not prepared for the historically white institutions and that imposing the 15 score requirement on admissions to the historically black institutions would decimate attendance at those universities. The District Court also stated that the mission of the regional universities had the more modest function of providing quality undergraduate education. Certainly the comprehensive universities are also, among other things, educating undergraduates. But we think the 15 ACT test score for automatic admission to the comprehensive universities, as compared with a score of 13 for the regionals, requires further justification in terms of sound educational policy.

Another constitutionally problematic aspect of the state's use of the ACT test scores is its policy of denying automatic admission if an applicant fails to earn the minimum ACT score specified for the particular institution, without also resorting to the applicant's high-school grades as an additional factor in predicting college performance. The United States produced evidence that the American College Testing Program (ACT), the administering organization of the ACT, discourages use of ACT scores as the sole admissions criterion on the ground that it gives an incomplete "picture" of the student applicant's ability to perform adequately in college. App. 1209-1210. One ACT report presented into evidence suggests that "it would be foolish" to substitute a three- or four-hour test in place of a student's high-school grades as a means of predicting college performance. Id., at 193. The record also indicated that the disparity between black and white students' high-school grade averages was much narrower than the gap between their average ACT scores, thereby suggesting that an admissions formula which included grades would increase the number of black students eligible for automatic admission to all of Mississippi's public universities.

The United States insists that the state's refusal to consider information which would better predict college performance than ACT scores alone is irrational in light of most states' use of high-school grades and other indicators along with standardized test scores. The District Court observed that the Board of Trustees was concerned with grade inflation and the lack of comparability in grading practices and course offerings among the state's diverse high schools. Both the District Court and the Court of Appeals found this concern ample justification for the failure to consider high-school grade performance along with ACT scores. In our view, such justification is inadequate because the ACT requirement was originally adopted for discriminatory purposes, the current requirement is traceable to that decision and seemingly continues to have segregative effects, and the state has so far failed to show that the "ACT-only" admission standard is not susceptible to elimination without eroding sound educational policy.

A second aspect of the present system that necessitates further inquiry is the widespread duplication of programs. "Unnecessary" duplication refers, under the District Court's definition, "to those instances where two or more institutions offer the same non-essential or non-core program. Under this definition, all duplication at the bachelor's level of non-basic liberal arts and sciences course work and all duplication at the master's level and above are considered to be unnecessary." 674 F. Supp., at 1540.

The District Court found that 34.6 percent of the 29 undergraduate programs at historically black institutions are "unnecessarily duplicated" by the historically white universities, and that 90 percent of the graduate programs at the historically black institutions are unnecessarily duplicated at the historically white institutions. Id., at 1541. In its conclusions of law on this point, the District Court nevertheless determined that "there is no proof" that such duplication "is directly associated with the racial identifiability of institutions," and that "there is no proof that the elimination of unnecessary program duplication would be justifiable from an educational standpoint or that its elimination would have a substantial effect on student choice." Id., at 1561.

The District Court's treatment of this issue is problematic from several different perspectives. First, the court appeared to impose the burden of proof on the plaintiffs to meet a legal standard the court itself acknowledged was not yet formulated. It curiously denied that such duplication was part and parcel of the prior dual system of higher education—the whole notion of "separate but equal" required duplicative programs in two sets of schools—and that the present unnecessary duplication is a continuation of that practice.

*Brown* and its progeny, however, established that the burden of proof falls on the state, and not the aggrieved plaintiffs, to establish that it has dismantled its prior *de jure* segregated system. *Brown II*, 349 U.S., at 300. The court's holding that petitioners could not establish the constitutional defect of unnecessary duplication, therefore, improperly shifted the burden away from the state. Second, Implicit in the District Court's finding of "unnecessary" duplication is the absence of any educational justification and the fact that some if not all duplication may be practically eliminated. Indeed, the District Court observed that such duplication "cannot be justified economically or in terms of providing quality education." 674 F. Supp., at 1541.

Yet by stating that "there is no proof" that elimination of unnecessary duplication would decrease institutional racial identifiability, affect student choice, and promote educationally sound policies, the court did not make clear whether it had directed the parties to develop evidence on these points, and if so, what that evidence revealed. See id., at 1561. Finally, by treating this issue in isolation, the court failed to consider the combined effects of unnecessary program duplication with other policies, such as differential admissions standards, in evaluating whether the state had met its duty to dismantle its prior *de jure* segregated system.

We next address Mississippi's scheme of institutional mission classification, and whether it perpetuates the state's formerly *de jure* dual system. The District Court found that, throughout the period of *de jure* segregation, University of Mississip-

pi, Mississippi State University, and University of Southern Mississippi were the flagship institutions in the state system. They received the most funds, initiated the most advanced and specialized programs, and developed the widest range of curricular functions. At their inception, each was restricted for the education solely of white persons. Id., at 1526-1528. The missions of Mississippi University for Women and Delta State University (dsu), by contrast, were more limited than their other all-white counterparts during the period of legalized segregation. MUW and DSU were each established to provide undergraduate education solely for white students in the liberal arts and such other fields as music, art, education, and home economics. Id., at 1527-1528.

When they were founded, the three exclusively black universities were more limited in their assigned academic missions than the five all-white institutions. Alcorn State, for example, was designated to serve as "an agricultural college for the education of Mississippi's black youth." Id., at 1527. Jackson State and Mississippi Valley State were established to train black teachers. Id., at 1528. Though the District Court's findings do not make this point explicit, it is reasonable to infer that state funding and curriculum decisions throughout the period of *de jure* segregation were based on the purposes for which these institutions were established.

In 1981, the state assigned certain missions to Mississippi's public universities as they then existed. It classified University of Mississippi, Mississippi State, and Southern Mississippi as "comprehensive" universities having the most varied programs and offering graduate degrees. Two of the historically white institutions, Delta State University and Mississippi University for Women, along with two of the historically black institutions, Alcorn State University and Mississippi Valley State University, were designated as "regional" universities with more limited programs and devoted primarily to undergraduate education. Jackson State University was classified as an "urban" university whose mission was defined by its urban location.

The institutional mission designations adopted in 1981 have as their antecedents the policies enacted to perpetuate racial separation during the *de jure* segregated regime. The Court of Appeals expressly disagreed with the District Court by recognizing that the "inequalities among the institutions largely follow the mission designations, and the mission designations to some degree follow the historical racial assignments." 914 F. 2d, at 692. It nevertheless upheld this facet of the system as constitutionally acceptable based on the existence of good-faith racially neutral policies and procedures.

That different missions are assigned to the universities surely limits to some extent an entering student's choice as to which university to seek admittance. While the courts below both agreed that the classification and mission assignments were made without discriminatory purpose, the Court of Appeals found that the record "supports the plaintiffs' argument that the mission designations had the effect of maintaining the more limited program scope at the historically black universities." Id., at 690. We do not suggest that absent discriminatory purpose the assignment of different missions to various insti-

tutions in a state's higher-education system would raise an equal protection issue where one or more of the institutions become or remain predominantly black or white. But here the issue is whether the state has sufficiently dismantled its prior dual system; and when combined with the differential admission practices and unnecessary program duplication, it is likely that the mission designations interfere with student choice and tend to perpetuate the segregated system. On remand, the court should inquire whether it would be practicable and consistent with sound educational practices to eliminate any such discriminatory effects of the state's present policy of mission assignments.

Fourth, the state attempted to bring itself into compliance with the Constitution by continuing to maintain and operate all eight higher-educational institutions. The existence of eight instead of some lesser number was undoubtedly occasioned by state laws forbidding the mingling of the races. And as the District Court recognized, continuing to maintain all eight universities in Mississippi is wasteful and irrational. The District Court pointed especially to the facts that Delta State and Mississippi Valley are only 35 miles apart and that only 20 miles separate Mississippi State and Mississippi University for Women. 674 F. Supp., at 1563-1564. It was evident to the District Court that "the defendants undertake to fund more institutions of higher learning than are justified by the amount of financial resources available to the state," id., at 1564, but the court concluded that such fiscal irresponsibility was a policy choice of the Legislature rather than a feature of a system subject to constitutional scrutiny.

Unquestionably, a larger rather than a smaller number of institutions from which to choose in itself makes for different choices, particularly when examined in the light of other factors present in the operation of the system, such as admissions, program duplication, and institutional mission designations. Though certainly closure of one or more institutions would decrease the discriminatory effects of the present system, see, e.g., *United States v. Louisiana*, 718 F. Supp. 499, 514 (ED La. 1989), based on the present record we are unable to say whether such action is constitutionally required.

Elimination of program duplication and revision of admissions criteria may make institutional closure unnecessary. However, on remand this issue should be carefully explored by inquiring and determining whether retention of all eight institutions itself affects student choice and perpetuates the segregated higher-education system, whether maintenance of each of the universities is educationally justifiable, and whether one or more of them can be practically closed or merged with other existing institutions.

Because the former *de jure* segregated system of public universities in Mississippi impeded the free choice of prospective students, the state in dismantling that system must take the necessary steps to insure that this choice now is truly free. The full range of policies and practices must be examined with this duty in mind. That an institution is predominantly white or black does not in itself make out a constitutional violation. But surely the state may not leave in place policies rooted in its prior officially-segregated system that serve to maintain the racial identifiability of its uni-

*Continued on Following Page*

## A New Era for Desegregation

*Continued From Preceding Page*

versities if those policies can practically be eliminated without eroding sound educational policies.

If we understand private petitioners to press us to order the upgrading of Jackson State, Alcorn State and Mississippi Valley solely so that they may be publicly financed, exclusively black enclaves by private choice, we reject that request. The state provides these facilities for all its citizens and it has not met its burden under *Brown* to take affirmative steps to dismantle its prior *de jure* system when it perpetuates a separate, but "more equal" one. Whether such an increase in funding is necessary to achieve a full dismantlement under the standards we have outlined, however, is a different question, and one that must be addressed on remand.

Because the District Court and the Court of Appeals failed to consider the state's duties in their proper light, the cases must be remanded. To the extent that the state has not met its affirmative obligation to dismantle its prior dual system, it shall be adjudged in violation of the Constitution and Title VI and remedial proceedings shall be conducted. The decision of the Court of Appeals is vacated, and the cases are remanded for further proceedings consistent with this opinion.

It is so ordered.

### Justice Thomas's Concurring Opinion

"We must rally to the defense of our schools. We must repudiate this unbearable assumption of the right to kill institutions unless they conform to one narrow standard." W. E. B. Du Bois, Schools, 13 The Crisis 111, 112 (1917).

I agree with the Court that a state does not satisfy its obligation to dismantle a dual system of higher education merely by adopting race-neutral policies for the future administration of that system. Today, we hold that "if policies traceable to the *de jure* system are still in force and have discriminatory effects, those policies too must be reformed to the extent practicable and consistent with sound educational policies." *Ante*, at 10.

I agree that this statement defines the appropriate standard to apply in the higher-education context. I write separately to emphasize that this standard is far different from the one adopted to govern the grade-school context in *Green v. New Kent County School Bd.*, 391 U.S. 430 (1968), and its progeny. In particular, because it does not compel the elimination of all observed racial imbalance, it portends neither the destruction of historically black colleges nor the severing of those institutions from their distinctive histories and traditions.

In *Green*, we held that the adoption of a freedom-of-choice plan does not satisfy the obligations of a formerly *de jure* grade-school system should the plan fail to decrease, if not eliminate, the racial imbalance within that system. See *id.*, at 441. Although racial imbalance does not itself establish a violation of the Constitution, our decisions following *Green* indulged the presumption, often irrebuttable in practice, that a presently observed imbalance has been proximately caused by intention-

al state action during the prior *de jure* era. See, e.g., *Dayton Bd. of Ed. v. Brinkman*, 443 U.S. 526, 537 (1979); *Keyes v. School Dist. No. 1, Denver, Colo.*, 413 U.S. 189, 211 (1973).

As a result, we have repeatedly authorized the district courts to reassign students, despite the operation of facially neutral assignment policies, in order to eliminate or decrease observed racial imbalances. See, e.g., *Swann v. Charlotte-Mecklenburg Board of Ed.*, 402 U.S. 1, 22-31 (1971); *Green, supra*, at 442.

Whatever the merit of this approach in the grade-school context, it is quite plainly not the approach that we adopt today to govern the higher-education context. We explicitly reject the use of remedies as "radical" as student reassessment—i.e., "remedies akin to those upheld in *Green*." *Ante*, at 10. See also *ante*, at 9. Of necessity, then, we focus on the specific policies alleged to produce racial imbalance, rather than on the imbalance itself. Thus, a plaintiff cannot obtain relief merely by identifying a persistent racial imbalance, because the district court cannot provide a reassignment remedy designed to eliminate that imbalance directly.

Plaintiffs are likely to be able to identify, as these plaintiffs have identified, specific policies traceable to the *de jure* era that continue to produce a current racial imbalance.

In particular, we do not foreclose the possibility that there exists "sound educational justification" for maintaining historically black colleges as such. Despite the shameful history of state-enforced segregation, these institutions have survived and flourished. Indeed, they have expanded opportunities for blacks to enter historically white institutions have expanded.

Between 1954 and 1980, for example, enrollment at historically black colleges increased from 70,000 to 200,000 students, while degrees awarded increased from 13,000 to 32,000. See S. Hill, National Center for Education Statistics, *The Traditionally Black Institutions of Higher Education 1860 to 1982*, pp. xiv-xv (1985). These accomplishments have not gone unnoticed:

"The colleges founded for Negroes are both a source of pride to blacks who have attended them and a source of hope to black families who want the benefits of higher learning for their children. They have exercised leadership in developing educational opportunities for young blacks at all levels of instruction, and, especially in the South, they are still regarded as key institutions for enhancing the general quality of the lives of black Americans." Carnegie Commission on Higher Education, *From Isolation to Mainstream: Problems of the Colleges Founded for Negroes* 11 (1971).

I think it undisputable that these institutions have succeeded in part because of their distinctive histories and traditions; for many, historically black colleges have become "symbols of the highest attainments of black culture." J. Peeler, *Lawyers v. Educators: Black Colleges and Desegregation in Public Higher Education* 2 (1982). Obviously, a state cannot maintain such traditions by closing particular institutions, historically white or historically black, to particular racial groups. Nonetheless, it hardly follows that a state cannot operate a diverse assortment of institutions—including historically black institutions—open to all on a race-neutral basis,

but with established traditions and programs that might disproportionately appeal to one race or another.

No one, I imagine, would argue that such institutional diversity is without "sound educational justification," or that it is even remotely akin to program duplication, which is designed to separate the races for the sake of separating the races. The Court at least hints at the importance of this value when it distinguishes *Green* in part on the ground that colleges and universities "are not fungible." *Ante*, at 9. Although I agree that a state is not constitutionally required to maintain its historically black institutions as such, see *ante*, at 23-24, I do not understand our opinion to hold that a state is forbidden from doing so. It would be ironic, to say the least, if the institutions that sustained blacks during segregation were themselves destroyed in an effort to combat its vestiges.

### Justice O'Connor's Concurring Opinion

I join the opinion of the Court, which requires public universities, like public elementary and secondary schools, to affirmatively dismantle their prior *de jure* segregation in order to create an environment free of racial discrimination and to make aggrieved individuals whole. See *Brown v. Board of Education*, 349 U.S. 294, 299 (1955) (*Brown II*); *Milliken v. Bradley*, 418 U.S. 717, 746 (1974).

I write separately to emphasize that it has undone its prior segregation, and that the circumstances in which a state may maintain a policy or practice traceable to *de jure* segregation that has segregative effects are narrow.

In light of the state's long history of discrimination, and the lost educational and career opportunities and stigmatized harms caused by discriminatory educational systems, see *Brown v. Board of Education*, 347 U.S. 483, 494 (1954) (*Brown I*); *Sweatt v. Painter*, 339 U.S. 629, 634-635 (1950); *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U.S. 637, 640-641 (1950), the courts below must carefully examine Mississippi's proffered justifications for maintaining a remnant of *de jure* segregation to insure that such rationales do not merely mask the perpetuation of discriminatory practices. Where the state can accomplish legitimate educational objectives through less segregative means, the courts may infer lack of good faith; at the least it places a heavy burden upon the state to explain its preference for an apparently less effective method." *Green v. New Kent County School Bd.*, 391 U.S. 430, 439 (1968).

In my view, it also follows from the state's obligation to prove that it has "taken all steps" to eliminate policies and practices traceable to *de jure* segregation, *Freedman v. Pitts*, 503 U.S. (1992) (slip. op., at 15), that if the state shows that maintenance of certain remnants of its prior system is essential to accomplish its legitimate goals, then it still must prove that it has counteracted and minimized the segregative impact of such policies to the extent possible. Only by eliminating a remnant that unnecessarily continues to foster segregation or by negating insofar as possible its segregative impact can the state satisfy its constitutional obligation to dismantle the discriminatory system that should, by now, be only a distant memory.

Even an open-admissions policy would fall short of insuring that student choice is unaffected by state action. The Court's re-

### Justice Scalia's Dissenting Opinion

With some of what the Court says today, I agree. I agree, of course, that the Constitution compels Mississippi to remove all discriminatory barriers to its state-funded universities. *Brown v. Board of Education*, 347 U.S. 483 (1954) (*Brown I*). I agree that the Constitution does not compel Mississippi to remedy funding disparities between its historically black institutions (HBIs) and historically white institutions (HWIs). And I agree that Mississippi's American College Testing Program (ACT) requirements need further review. I reject, however, the effectively unsustainable burden the Court imposes on Mississippi, and all states that formerly operated segregated universities, to demonstrate compli-

cance in the distinct context of higher education. Beyond that, the Court relies on *Brown I*, *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413 (1956) (*per curiam*), and *Gilmore v. City of Montgomery*, 417 U.S. 556 (1974). That reliance also is

even if retention of all eight institutions is found by itself not to "perpetuate the segregated higher-education system," it must still be found that such retention is "educationally justifiable," or that none of the institutions can be "practically closed or merged." It is unclear.

Besides the ambiguities inherent in the "restricting choice" requirement and the requirement that the challenged state practice or practices perpetuate segregation, I am not sanguine that there will be comprehensible content to the to-be-defined-later (and, make no mistake about it, outcome-determinative) notions of "sound educational justification" and "impracticable elimination."

In short, except for the results that it produces in the present case (which are what they are because the Court says so), I have not the slightest idea how to apply the Court's analysis—and I doubt whether anyone else will.

Whether one consults the Court's description of what it purports to be doing, in Part III, *ante*, at 8-12, or what the Court actually does in Part IV, *ante*, at 13-24, one must conclude that the Court is essentially applying to universities the amorphous standard adopted for primary and secondary schools in *Brown v. New Kent County School Board*, 391 U.S. 430 (1968).

Like that case, today's decision places upon the state the ordinarily unsustainable burden of proving the negative proposition that it is not responsible for extant racial disparity in enrollment. See *ante*, at 8. *Green* requires school boards to prove that racially identifiable schools are not the consequence of past or present discriminatory state action, *Swann v. Charlotte-Mecklenburg Bd. of Education*, 402 U.S. 1, 26 (1971); today's opinion requires state university administrators to prove that racially identifiable schools are not the consequence of any practice or practices (in such impromptu "aggregation" as might strike the fancy of a district judge) held over from the prior *de jure* regime.

This will imperil virtually any practice or program plaintiff's decide to challenge just as *Green* has—so long as racial imbalance remains. And just as under *Green*, so also under today's decision, the only practical way of disproving that "existing racial identifiability is attributable to the state," *ante*, at 8, is to eliminate extant segregation, i.e., to assure racial proportionality in schools.

Failing that, the state's only defense will be to establish an excuse for each challenged practice—either impracticality of elimination, which is also a theoretical excuse under the *Green* regime, see *Board of Education of Oklahoma City v. Dowell*, 498 U.S. (1991) (slip. op., at 10-11), or sound educational value, which (presumably) is not much different from the "important and legitimate ends" excuse available under *Green*, see *Dayton Board of Education v. Brinkman*, 443 U.S. 526, 533 (1979).

### II.

Application of the standard (or standards) announced today has no justification in precedent, and in fact runs contrary to a case decided six years ago, see *Bazemore v. Friday*, 478 U.S. 385 (1986). The Court relies primarily upon citations of *Green* and other primary and secondary school cases. But those decisions left open the question whether *Green* merits appli-

cation in the distinct context of higher education. Beyond that, the Court relies on *Brown I*, *Florida ex rel. Hawkins v. Board of Control of Fla.*, 350 U.S. 413 (1956) (*per curiam*), and *Gilmore v. City of Montgomery*, 417 U.S. 556 (1974). That reliance also is

even if retention of all eight institutions is found by itself not to "perpetuate the segregated higher-education system," it must still be found that such retention is "educationally justifiable," or that none of the institutions can be "practically closed or merged." It is unclear.

The constitutional evil of the "separate but equal" regime that we confronted in *Brown I* was that blacks were told to go to one set of schools, whites to another. See *Plessy v. Ferguson*, 163 U.S. 537 (1896). What made this "even-handed" racial partitioning offensive to equal protection was its implicit stigmatization of minority students: "To separate [black students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." *Brown I*, 347 U.S., at 494. In the context of higher education, a context in which students decide whether to attend school and if so where, the only unconstitutional derivations of that bygone system are those that limit access on discriminatory bases; for only they have the potential to generate the harm *Brown I* condemned, and only they have the potential to deny students equal access to the best public education a state has to offer. Legacies of the dual system that permit (or even incidentally facilitate) free choice of racially identifiable schools—while still assuring each individual student the right to attend whatever school he wishes—do not have these consequences.

Our decisions immediately following *Brown I* also fail to sustain the Court's approach. They, too, suggest that former *de jure* states have one duty: to eliminate discriminatory obstacles to admission. *Brown v. Board of Education*, 349 U.S. 294 (1955) (*Brown II*), requires states "to achieve a system of determining admission to the public schools on a non-racial basis," *id.*, at 300-301, as do other cases of that era, see, e.g., *Cooper v. Aaron*, 358 U.S. 1, 7 (1958); *Goss v. Board of Ed. of Knoxville*, 373 U.S. 687 (1963).

Nor do *Hawkins* or *Gilmore* support what the Court has done. *Hawkins* involved a segregated graduate school, to be sure. But our one-paragraph *per curiam* opinion supports nothing more than what I have said: the duty to dismantle means the duty to establish non-discriminatory admissions criteria. See 350 U.S., at 414 ("He is entitled to prompt admission under the rules and regulations applicable to other qualified candidates"). Establishment of neutral admissions standards, not the eradication of all "policies traceable to the *de jure* system . . . having discriminatory effects," *ante*, at 10, is what *Hawkins* is about.

Finally, *Gilmore*, quite simply, is inappropriate. All that we did there was uphold an order enjoining a city from granting exclusive access to its parks and recreational facilities to segregated private schools and to groups affiliated with such schools. 417 U.S., at 569. Notably, in the one case that does bear proximately on today's decision, *Bazemore, supra*, we declined to apply *Gilmore*. See *Bazemore, supra*, at 408 ("Our cases requiring parks and the like to be desegregated lend no support for requiring more than what has been done in this case").

If we are looking to precedent to guide us in the context of higher education, we need not go back 38 years to *Brown I*, read *Continued on Following Page*

## A New Era for Desegregation

### Text of Supreme Court Opinions on Mississippi Desegregation

*Continued From Preceding Page*

tigial effect in *Bazemore*, squarely rejecting the view that the state was obliged to correct "the racial segregation resulting from [its prior] practices." 478 U.S., at 417. And we declined to require the state, as the Court has today, to prove that no holdover practices of the *de jure* system, e.g., program offerings in the different clubs, played a role in the students' decisions of which clubs to join.

If that analysis was correct six years ago in *Bazemore*, and I think it was, it must govern here as well. Like the club attendance in *Bazemore* (and unlike the school attendance in *Green*), attending college is voluntary, not a legal obligation, and which institution particular students attend is determined by their own choice, not by "school boards [who] customarily have the power to create school attendance areas and otherwise designate the school that particular students may attend." 478 U.S., at 408. "This case," we said, "presents no current violation of the Fourteenth Amendment since the service has discontinued its prior discriminatory practices and has adopted a wholly neutral admissions policy. The mere continued existence of single-race clubs does not make out a constitutional violation." *Ibid.*

The Court asserts that we reached the result we did in *Bazemore* "only after satisfying ourselves that the state had not fostered segregation by playing a part in the decision of which club an individual chose to join." *ante*, at 11—implying that we assured ourselves there, as the Court insists we must do here, that none of the state's practices carried over from *de jure* days incidentally played a part in the decision of which club an individual chose to join. We did no such thing. An accurate description of *Bazemore* was set forth in *Richmond v. J. A. Croson Co.*, 488 U.S. 469 (1989): "mere existence of single-race clubs . . . cannot create a duty to integrate," we said. *Bazemore* held, "in absence of evidence of exclusion by race," 488 U.S., at 503 (emphasis added)—not "in absence of evidence of state action playing a part in the decision of which club an individual chose to join."

The only thing we "satisfied ourselves" about in *Bazemore* was that the club members' choices were "wholly voluntary and unfettered," 478 U.S., at 407—which does not mean the state "played [no] part in the decision of which club an individual chose to join," however much the Court may mush the concepts together today. It is on the face of things entirely unbelievable that the previously established characteristics of the various all-white and all-black 4-H Clubs (where each of them met, for example) did not even play a part in young people's decisions of which club to join.

*Bazemore*'s standard for dismantling a dual system ought to control here: discontinuation of discriminatory practices and adoption of a neutral admissions policy. To use *Green* nomenclature, modern racial imbalance remains a "vestige" of past segregative practices in Mississippi's universities, in that the previously mandated racial identification continues to affect where students choose to enroll—just as it surely affected which clubs students chose to join in *Bazemore*. We tolerated this vestige

between the lines of *Hawkins*, or conjure authority (*Gilmore*) that does not exist. In *Bazemore v. Friday, supra*, we addressed a dispute parallel in all relevant respects to this one. At issue there was state financing of 4-H and homemaker youth clubs by the North Carolina Agricultural Extension Service, a division of North Carolina State University. In the *Plessy* era, club affiliations had been dictated by race; after 1964, they were governed by neutral criteria. Yet "there were a great many all-white and all-black clubs" at the time suit was filed. 478 U.S., at 407. We nonetheless declined to adopt *Green*'s requirement that "affirmative action [be taken] to integrate" once segregated-by-law/still segregated-in-fact state institutions. 478 U.S., at 408. We confined *Green* to primary and secondary public schools, where "schoolchildren must go to school" and where "school boards customarily have the power to create school attendance areas and otherwise designate the school that particular students may attend." *Bazemore, supra*, at 408. Indeed, *Bazemore* was a more appealing case than this for adhering to the *Green* approach, since the 4-H Clubs served students similar in age to those in *Green*, and had been "organized in the public schools" until the early 1960's. 478 U.S., at 417.

It is my view that the requirement of compelled integration (whether by student assignment, as in *Green* itself, or by elimination of non-integrated options, as the Court today effectively decrees) does not apply to higher education. Only one aspect of an historically segregated university system need be eliminated: discriminatory admissions standards. The burden is upon the formerly *de jure* system to show that that has been achieved. Once that has been done, however, it is not just unprecedented, but illogical as well, to establish that former *de jure* states continue to deny equal protection of the law to students whose choices among public university offerings are unimpeded by discriminatory barriers. Unless one takes the position that *Brown I* required states not only to provide equal access to their universities but also to correct lingering disparities between them, that is, to remedy institutional non-compliance with the "equal" requirement of *Plessy*, a state is in compliance with *Brown I* once it establishes that it has dismantled all discriminatory barriers to its primary schools, see Jarvis, *Brown* and the Afrocentric Curriculum, 101 Yale L.J. 1285, 1287 (1992); preserving eight separate universities, see *ante*, at 22-23, which is perhaps Mississippi's single policy most segregative in effect; or providing funding for HBI's as HBI's, see Pub. L. 99-498, Title III, §301(a), 100 Stat. 1294, 20 U.S.C. §1060-1063c, which does just that.

That analysis brings me to agree with the judgment that the Court of Appeals must be reversed in part—for the reason (quite different from the Court's) that Mississippi has not borne the burden of demonstrating that intentionally discriminatory admissions standards have been eliminated. It has been established that Mississippi originally adopted ACT assessments as an admissions criterion because that was an effective means of excluding blacks from the HBI's. See *Ayers v. Allain*, 674 F. Supp., at 1555; *Ayers v. Allain*, 914 F. 2d 676, 690 (CA5 1990) (*en banc*). Given that finding, the District Court should have required Mississippi to prove that its continued use of ACT requirements does not have a facially discriminatory purpose and effect—not insubstantial task, see *Freeman v. Pitts*, 503 U.S. (slip. op., at 4);

of his choice, he is done a severe disservice by remedies which, in seeking to maximize integration, minimize diversity and vilify his choices."

But whether or not the Court's antagonism to unintegrated schooling is good policy, it is assuredly not good constitutional law. There is nothing unconstitutional about a "black" school in the sense, not of a school that blacks must attend and the whites cannot, but of a school that, as a consequence of private choice in residence or in school selection, contains, and has long contained, a large black majority. See *McLaurin v. Oklahoma State Regents for Higher Ed.*, 339 U.S. 637, 641 (1950). (The Court says this, see *ante*, at 23, but does not appear to mean it, see *ante*, at 10.)

In a perverse way, in fact, the insistence, whether explicit or implicit, that such institutions not be permitted to endure perpetuates the very stigma of black inferiority that *Brown I* sought to destroy. Not only Mississippi but Congress itself seems out of step with the drum that the Court beats today, judging by its passage of an act entitled "Strengthening Historically Black Colleges and Universities," which authorizes the Education Department to provide money grants to historically black colleges, 20 U.S.C. §§1060-1063c. The implementing regulations designate Alcorn State University, Jackson State University, and Mississippi Valley State University as eligible recipients. See 34 CFR §608.2(b) (1991).

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The Court was asked to decide today whether, in the provision of university education, a state satisfies its duty under *Brown I* by removing discriminatory barriers to admissions. That question required us to choose between the standards established in *Green* and *Bazemore*, both of which cases involved (us, for the most part, this does) free-choice plans that failed to end *de facto* segregation. Once the confusion engendered by the Court's something-for-all, guidance-to-none opinion has been dissipated, compare *ante*, (O'Connor, J., concurring), with *ante*, (Thomas, J., concurring), it will become apparent that, essentially, the Court has adopted *Green*.

I would not predict, however, that today's opinion will succeed in producing the same result as *Green*—viz., compelling the states to compel racial "balance" in their schools—because of several practical imperfections: because the Court deprives district judges of the most efficient (and perhaps the only effective) *Green* remedy, mandatory student assignment, see *ante*, at 10; because some contradictory elements of the opinion (its suggestion, for example, that Mississippi's mission designations foster, rather than deter, segregation) will prevent clarity of application; and because the virtually standardless discretion conferred upon district judges (see *Part I, supra*) will permit the do pretty much what they please.

What I do predict is a number of years of litigation-driven confusion and destabilization in the university systems of all the formerly *de jure* states, that will benefit neither blacks nor whites, neither predominantly black institutions nor predominantly white ones. Nothing good will come of this judicially ordained turmoil, except the public recognition that any Court that would knowingly impose it must hate segregation. We must find some other way of making that point.

### President and Congress Agree on Reauthorization Bill

*Continued From Page A15*  
himself as an "education President" in his bid for re-election.

Edward M. Elmendorf, vice-president for governmental relations for the American Association of State Colleges and Universities, said that signing the bill would give the President a new education law to boast about on the campaign trail. "He wants to have more than rhetoric on his side," Mr. Elmendorf said.

Congressional aides said the Adminis-

tration had accepted the direct-loan program under pressure from Republican lawmakers, who were unwilling to vote against a higher-education bill in an election year.

"Our view is that it didn't serve anybody's interest to turn this into a confrontation," said Thomas R. Wolinin, chief aide to Rep. William D. Ford, the Michigan Democrat who heads the House Education and Labor Committee.

Proponents of direct loans said they would have preferred a demonstration project with 500 institutions, but were content with the compromise. "I'm for getting the bill passed," said Rep. Robert E. Andrews, a New Jersey Democrat and the original sponsor of the House direct-loan plan. "Anything that would have engaged in brinksmanship and put people's aid in jeopardy—I'm not for that."

"I think we have a demonstra-

tion that is sufficient in size to demonstrate the value of direct lending," Mr. Andrews said.

He and other proponents have argued that replacing all guaranteed loans with direct loans would save the government as much as \$1-billion a year in subsidies that are now paid to banks. They have said that the program would also streamline the loan process by allowing students to get the funds from the aid offices on their campuses.

The direct-loan program would begin in the 1994-95 academic year after the Education Secretary picked participants from a list of interested institutions. The Secretary would be required to select a "cross section" of institutions that have had a total of \$500-million in loans in the 1992-93 year.

The plan also would require that 35 percent of the institutions agree to make direct loans that would be repayable on an income-contingent basis if the student so desired. Those who favor repayments based on income levels argue that the process would reduce defaults among borrowers who have low-paying jobs.

Changes in 'Needs Analysis'

While officials of several higher-education associations lobbied for the reauthorization bill last week, they remained concerned about changes lawmakers made to the "needs analysis" system. That is the system the government uses to determine who is eligible for aid.

The American Council on Education has argued since the conference committee met that the changes would end Pell Grants to 200,000 to 300,000 unmarried students who were financially independent of their parents. Congressional aides have disputed those figures and suggested that the com-

puter model the council used to predict the impact of the changes was inaccurate.

The higher-education associations last week set aside the computer model and argued that aid officers on several campuses had found that the changes would rob many students of their grants. "It's an honest dispute, but it has to be recognized for what it is and not swept under the carpet,"

Rep. Robert E. Andrews: "Anything that would have engaged in brinksmanship and put people's aid in jeopardy—I'm not for that."

### WASHINGTON UPDATE

#### ■ House expected to provide more money for Pell grants

#### ■ Advisory panel seeks increase in spending on AIDS research

others would keep the issue alive, to make Congress aware that it may need to fix the problem in the future. "I think the Congress has been given misinformation, and I think they're not understanding the impact of what these provisions do to real people," he said.

Mr. Elmendorf of the state-college association said his group and

The Battle Isn't Over

Senate sources say that Democrats took the criticism of the nominees seriously and that the campaign against the nominations might have played a part in delaying their consideration. But the sources said that since the candidates had impressive academic credentials, it would have been difficult to vote them down to meet the liberal scholars' concerns.

Sen. Paul D. Wellstone, Democrat of Minnesota, said in an interview: "There was an understanding to let things go through and to try to move them forward so we could get on to the Freedom of Choice Act."

But a spokeswoman for the committee denied that a deal had been struck. "We went through all the paperwork on these nominees and then put them on the agenda," she said.

#### Senate Confirmation Required

The scholars, who were nominated by the White House in April, include: Paul A. Cantor, professor of English at the University of Virginia; Bruce Cole, professor of fine arts at Indiana University; Joseph H. Hagan, president of Assumption College; Theodore S. Merrow, professor emeritus of history at the University of Wisconsin at Madison; Alicia Juarrero, professor of philosophy at Prince George's Community College; Alan C. Kors, professor of history at the University of Pennsylvania; Condoleezza Rice, associate professor of political science at the Center for International Security and Arms Control at Stanford University; and John R. Searle, professor of philosophy at the University of California at Berkeley.

In a statement, Lynne V. Che-

grants to new students at the current level of \$2,400 a year.

College officials said lawmakers

had indicated that the Pell Grant allocation would make increases in other programs difficult. In fact,

lawmakers suggested that they might need to reduce programs that

President Bush asked them to eliminate, such as State Student Incentive Grants.

The appropriations subcommittee responsible for education, health, and labor programs met behind closed doors last week to draft a bill, but did not release it. The bill, which covers the fiscal year that begins in October, is expected to be made public this week when the full Appropriations Committee votes on it.

College officials said members of the panel had indicated to them that they would include \$711-million to pay for half of the \$1.5-billion shortage in the Pell Grant program.

Leaders of the group say its members represent a wide range of views and should not be labeled "conservative."

No date has been set for a Senate vote on the nominees.

meet fully their responsibilities in

leading the national response to the monumental human suffering and economic loss from the HIV/AIDS epidemic."

President Bush has requested \$873-million for AIDS research at the National Institutes of Health for 1993, a 4-per-cent increase over fiscal 1992. The commission said the President, in planning the 1994 budget, should stick to the Public Health Service's "High Priority" budget proposal, which includes a 9-per-cent increase for AIDS research. Typically, those numbers, which reflect the requests of the agencies, are reduced when the Administration puts together its budget.

In a statement, Louis W. Sullivan, the Secretary of Health and Human Services, called the criticism by the AIDS commission "a total misrepresentation of the facts."

"The Administration has made an unparalleled commitment to making AIDS a priority," the Secretary said.

—STEPHEN BUNDY



JAY DOWNER FOR THE CHRONICLE

## Physicists Tell the Senate That Killing the SSC Will Hurt American Science

By KIM A. McDONALD

WASHINGTON

In an effort to save the Superconducting Supercollider, a delegation of leading physicists warned two Senate panels last week that killing the \$8.25-billion subatomic-particle collider would severely damage the vitality of the country's scientific enterprise.

"If we turn our backs on the supercollider and, in effect, terminate this field in the United States, it is one more signal that we are less interested in the long term," said Leon M. Lederman, director emeritus of the Fermi National Accelerator Laboratory in Batavia, Ill.

"This message will go out to all of the young men and women we so desperately want to recruit into all of the sciences, and I fear that our vitality as a once-exuberant and vital society will decline."

Mr. Lederman, a Nobel Prize-winning physicist, delivered his dire warning to a hearing of the Senate Appropriations Subcommittee on Energy and Water Development and the Senate Committee on Energy and Natural Resources. He was accompanied by a dozen eminent scientists, including three other Nobel laureates, whose presence at the hearing and at a later meeting with President Bush was intended to demonstrate widespread scientific support for the supercollider after the House of Representatives last month voted to terminate the controversial project.

### Opposition From Bumpers

However, Sen. Dale L. Bumpers, an Arkansas Democrat who plans to offer an amendment to kill the project, broke the supportive atmosphere at the hearing by criticizing the gathering for excluding the views of scientists who fear the supercollider will drain support from smaller research programs.

"There are many in the scientific community and elsewhere that are

opposed to the SSC, yet their voice, and that point of view, will not be heard," he complained.

Mr. Bumpers argued that the supercollider would cost more than \$20-billion to build and operate, and that any project that "has no direct benefits for the economy or our people should not be a priority item."

### 'A Blank Check'

"We have seen the cost estimates for the SSC more than double in three years, yet we are told the project must continue," he added. "Why in a period of fiscal austerity are we, in effect, giving the SSC a blank check?"

Sen. J. Bennett Johnston, a Louisiana Democrat who chairs both Senate panels, challenged Mr. Bumpers' figures, arguing that the federal government would realize only \$4.3-billion in savings if it terminated the project this year.

He said that if the Senate, like the House of Representatives, wanted to demonstrate its fiscal responsibility, it should trim the government's entitlement programs, not basic research.

"All of us want to send a signal that we are fiscally responsible, that we are for the balanced budget, that we want to bring down the huge amount of this debt," Mr. Johnston said. "But we all know that the real problem with the deficit is not science projects, which represent cumulatively one five hundredth of the budget" in the bill to provide money for energy and water programs.

Senate aides said Mr. Johnston would delay consideration of his subcommittee's bill until after the Senate's July recess to build support for the supercollider.

Although the Senate is considered to be more supportive of the project than the House, the \$630-million requested by President Bush for the supercollider in fiscal 1993 has proved to be more contentious.

than many lawmakers anticipated.

"We just can't fund everything, no matter how important it is," said Sen. Dennis DeConcini, an Arizona Democrat who suggested that Mr. Johnston consider cutting support for another costly project in order to make financing the supercollider more palatable to Senators like himself.

An aide to Mr. Bumpers said he expected the Senate vote on the supercollider to be very close. He noted that Mr. Bumpers, who also plans to offer an amendment to kill the \$30-billion space station, believes that the supercollider has much more scientific merit than the space station. But he acknowledged that because the government had already spent \$7.8-billion on the space station, compared to about \$1-billion on the supercollider, the collider appeared to be the more vulnerable project.

### Bush Promises Support

In his meeting with the scientists, Mr. Bush promised to oppose any attempt in the Senate to cut the supercollider's financing.

"It is important not just for national pride, it's important to science generally that this be fully funded and that we stay out in front," he told them.

However, supercollider supporters are concerned that an audit critical of some aspects of the project's construction could hurt them if it is released before the Senate vote. A spokesman for the Energy Department's Office of Inspector General, which conducted the audit, said the report could be made public as early as next week.

Joseph R. Cipriano, the agency's SSC project manager, said the report had concluded that in the supercollider's early construction "some things cost more than they should have and that we need to get those costs under control." But he noted that construction managers had since made changes to address the recommendations and that "we believe we have avoided those cost increases that might have occurred due to those deficiencies."

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SSC project manager, said the report had concluded that in the supercollider's early construction "some things cost more than they should have and that we need to get those costs under control." But he noted that construction managers had since made changes to address the recommendations and that "we believe we have avoided those cost increases that might have occurred due to those deficiencies."

The committee did vote to ask the regents to reconsider the code in light of recent rulings by the U.S. Supreme Court and the Wisconsin Supreme Court against similar policies (*The Chronicle*, July 1).

The board has not yet met to act on that request.

The proposed code would bar "epithets directed specifically toward individuals with the purposes of creating a hostile educational environment on the basis of their race, gender, or sexual preference."

It was adopted after an earlier speech code was declared unconstitutional by a federal district court.

University officials have said that they believe their code is still legal under the recent court rulings, but civil-liberties groups and some members of the Board of Regents have said it may violate the First Amendment and infringe on academic freedom.

—SCOTT JASCHIK

The Oregon Court of Appeals has ruled that animal-rights activists may sue a University of

SCOTT JASCHIK

Sam Kettner for THE CHRONICLE  
Sen. Dale L. Bumpers: "Why in a period of fiscal austerity are we, in effect, giving the SSC a blank check?"

Sam Kettner for THE CHRONICLE  
Leon M. Lederman: "I fear that our vitality as a once-exuberant and vital society will decline."

## Government & Politics

### Oregon Colleges Face Cuts of 20% After Legislature Kills Tax Plan

Continued From Page A15

mer than the one I'm going to have."

Among other things, the Governor's proposal would have cut the state income tax, and would have instituted a 3.5-per-cent sales tax, with exemptions for food, housing, utilities, and medical costs. The package would have regained most, although not all, of the revenues lost under the 1990 property tax cap, known as Measure 5.

Now the chief hope for relief appears to be that the Legislature might approve a temporary revenue source during the regular session next year to buffer revenue losses during 1993-95.

Planes Submitted in June

A 20-per-cent cut in the higher-education system amounts to eliminating \$152-million from the current biennial state appropriation of \$760-million. The state's 16 community colleges also must cut their budgets, although at much lower levels than the four-year colleges and universities. The community

## Government & Politics

years. Steeper increases are proposed for professional schools.

By the 1994-95 academic year, undergraduates would pay about \$3,280 at four-year colleges and \$3,480 at universities—more than 40 per cent of the cost of their educations. That would be one of the highest rates on the West Coast, said Gregory W. Parker, spokesman for the chancellor's office.

The board of higher education will approve a final budget later this month, so that it can be forwarded to the Governor by September.

Mr. Bartlett said that all the colleges have different budget sources and actually secured some state support through Measure 5.

Mr. Bartlett said that all the colleges have different budget sources and actually secured some state support through Measure 5.

Attrition and Some Layoffs

He said staff reductions would be made by attrition, job freezes, and some layoffs. Many staffing changes, he said, will follow the system's overall plan for improving coordination.

"This is a selective and planned retreat," he said of the reductions. "This is not a rout; it is a planned retreat."

He added, however: "If you are a student seeing a program reduced or an administrator or faculty member who has to leave, there isn't much distinction in your mind between rout and planned retreat."

This isn't the system's first experience in budget cutting. Educators are still reeling from reductions during the 1991-93 biennium, just after Measure 5 took effect.

During that period, the higher-education system's budget was chopped 11.5 per cent. Those cuts eliminated 61 degree programs, cut more than 1,000 positions, reduced enrollments by more than 3,000, and raised tuition by 38 per cent.

### Voter-Registration Drive

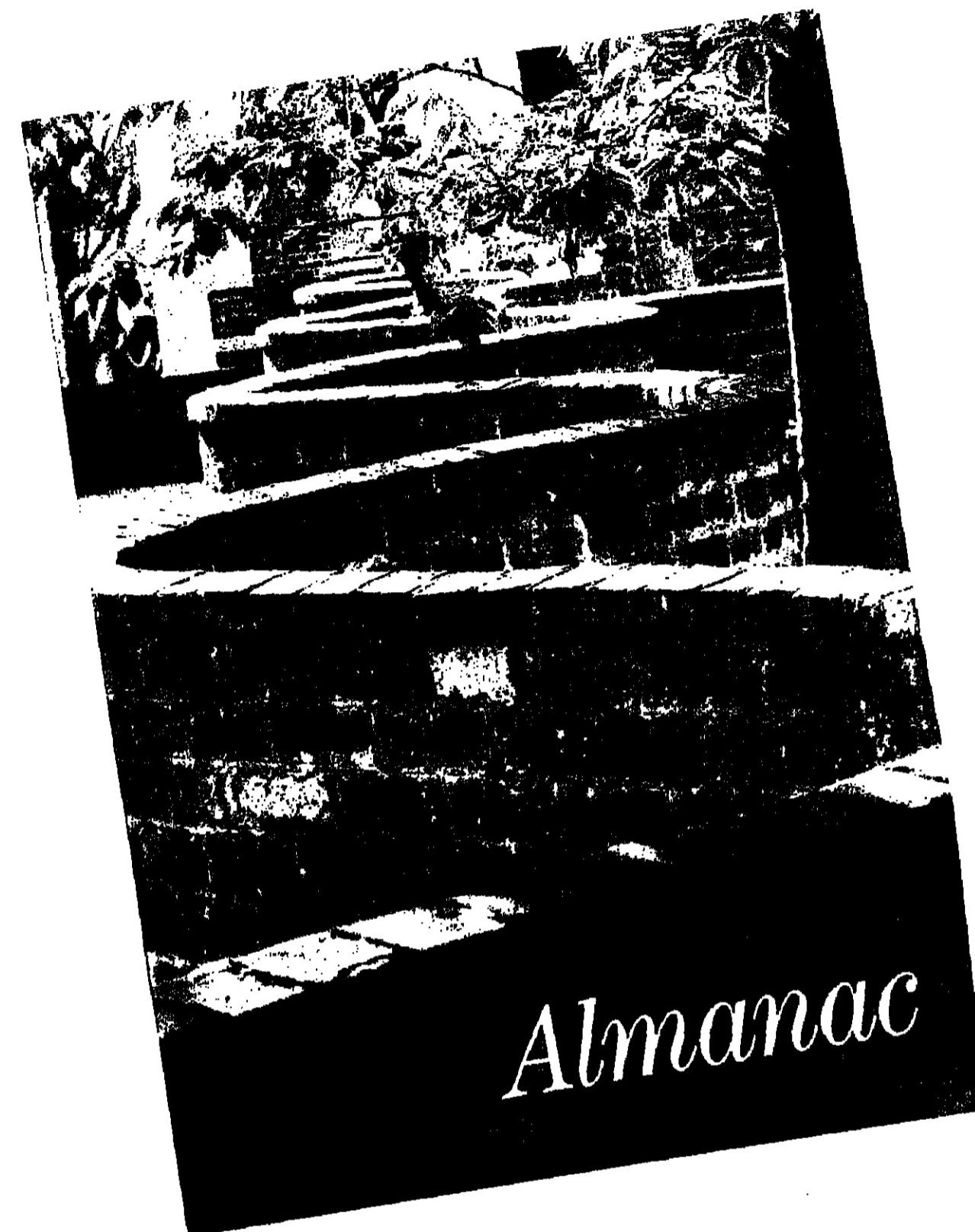
The legislative defeat of the Governor's proposal came in spite of efforts by Oregon faculty members, students, and administrators to win support for its passage. Students were especially energetic, running voter-registration campaigns and holding a rally where they handed out Band-Aids to protest piecemeal budget solutions.

Many campus officials say they don't think voters realized the property-tax relief they wanted would also bring deep cuts to higher education.

Measure 5 limits the property-tax rates for local services, including schools and community colleges. The state must reimburse schools and two-year colleges for the lost revenue, taking millions of dollars from such services as four-year colleges and universities.

But the man who led the push to get Measure 5 on the ballot in 1990 says voters knew exactly what they wanted: to put the brakes on government growth.

"Is this a reaction against government? You're goddamned right it is," said Don McIntire, a health club owner who led the campaign in 1990. "What is wrong in our town and states and cities is that government is accreting more power to itself."



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## BUSINESS AND PHILANTHROPY NOTES

- The case of the endowed chair, FIAT, and the Italian journalist
- Western Michigan falls short in effort to open nursing school
- \$1.1-million slated for Furman will go to 3 Baptist colleges
- Drake to sell 65 houses and put profits toward endowment
- Estate valued at \$10-million is given to Simpson College

Officials of the Columbia University Graduate School of Journalism say they will look into allegations that an Italian journalist who is also chairman of FIAT USA arranged for a \$1.8-million donation to endow the new chair in international journalism that he now holds.

The journalist, Furio Colombo, said he had nothing to do with soliciting the gift, which came from a major Italian bank. But an article prepared as a class assignment by a student in the journalism school and published in the June/July edition of the magazine *Lingua Francia* named two officials of the bank who said Mr. Colombo had asked the bank to donate the money for the journalism chair.

Maristella Lorch, the director of Columbia's Italian Academy for Advanced Studies in America, said the bank's gift was an expression of "national pride" in the new academy. Another bank donated a similar amount for a chair in European law, she noted. The Italian academy was established in 1991 with a \$17.5-million gift from the Italian government.

The article also raised questions about the ethics of the journalism school's having hired someone with such close ties to a corporation, and suggested that Mr. Colombo's appointment had been pushed on faculty members by the school's dean, Joan Konner.

Mrs. Konner did not respond to requests for comment before going on vacation last week. Mr. Colombo, an author and columnist for a newspaper also owned by FIAT, said his corporate position posed no conflict. He said his ties to the

Italian car manufacturer, which also has interests in many other industries, were related to its many publishing ventures. "I'm not here to make cars," Mr. Colombo said.

Stephen Isaacs, associate dean of the journalism school, said the school had a responsibility to reconcile the conflicting accounts of how the money came to be donated and whether any strings were attached. "We have to find out for ourselves," he said.

He also said he was aware that some former faculty members were now questioning the appointment of Mr. Colombo, but said no one had raised the issue when he was hired.

—GOLDIE BLUMENSTYK

Western Michigan University didn't come close to raising the \$8-million it needed to start a nursing school this fall, so the opening has been delayed until fall 1993 at the earliest.

Western Michigan officials had set out more than a year ago to raise money for the school's startup costs, which include building renovations, equipment purchases, and faculty salaries.

College officials decided to raise private money to cover the cost for the first four or five years and hoped that, by then, the state would be able to help support the school's operating budget.

But Western Michigan fell \$6.7-million short of its goal. Campus officials said many people were unsure of their jobs in the weak economy and were reluctant to give. And hospitals did not donate as much as the university had hoped.

instead of the state Baptist convention, authority to appoint its governing board.

Some trustees and alumni feared that fundamentalists were taking over the institution.

The state Baptist convention had initially tried to challenge the move in court, but instead voted this spring to break ties with Furman and reallocate the money.

Furman officials said that the money amounted to about 3.5 percent of its budget, and that they had made up for the lost income by spending a little more from endowment earnings.

James Epting, president of North Greenville, said the additional money would be particularly welcome because his two-year institution planned to start its first two bachelor's-degree programs in the fall. "This is great timing for us," he said.

—G.B.

Hoping to earn more money on investments, Drake University has decided to sell about \$2-million worth of its residential properties.

Profits from the sale of the 65 single- and multi-family houses will be added to Drake's \$3.5-million endowment.

Campus officials plan to reinvest the money in assets that will generate more income than Drake had been receiving from rent on the properties.

Drake acquired the properties over the past 20 years. The university intended to use the land for eventual expansion, but officials have reworked the campus's master plan and no longer see a need for the land upon which the 65 properties sit. Drake will keep about 120 other properties and eventually develop them.

—J.L.N.

The university is offering the 65 houses first to the professors, staff members, students, and community residents now living in them. Drake officials expect sales to be brisk because Des Moines has avoided the real-estate slump of other parts of the country.

"It's a strong market, and we feel we can get a good price for our properties," said Alan K. Cubbage, Drake's director of marketing and communications. "That was really the impetus for us to sell now."

—J.L.N.

An Iowa farm owner and music teacher who "simply couldn't spend all her income" has left an estate valued at about \$10-million to Simpson College, which had never received a gift larger than \$1.4-million.

The bequest from Amy Robertson, a 1921 graduate and a long-time member of the college's board of trustees, will be added to Simpson's endowment, bringing its value to some \$32-million.

The gift includes about 1,500 acres of farmland, cash, tax-free bonds, and leases on Texas oil wells, some of which the college might sell, said Dennis D. Hunt, vice-president for development.

The college would use the money for scholarships first, he said, adding, "What this will do forever is enhance the college's financial picture considerably."

—Q.B.

## PRIVATE GIVING TO COLLEGES

**W. M. NECK FOUNDATION**  
655 South Flower Street  
Los Angeles 90071

**Computers.** For a computer network: \$250,000 to Smith College.

**W. K. KELLOGG FOUNDATION**  
400 North Avenue  
Battle Creek, Mich. 49017-3398

**Children.** For programs to improve child care: \$497,299 to Wheelock College.

**Extension programs.** For internships, seminars, and conferences for the U.S. Cooperative Extension Service: \$1.8-million to U. of Wisconsin at Madison.

**Leadership.** For programs of leadership education: \$482,100 to Massachusetts Institute of Technology.

**Minorities.** For programs to increase minority enrollment in medical schools: \$456,636 to Brown U.

**Rural development.** To evaluate Kellogg-assisted "Rural America" programming: \$110,798 to Michigan State U. (This brings the total of Kellogg support for this project to \$626,920).

**MONSANTO FUND**  
800 North Lindbergh Boulevard  
St. Louis 63167

**High-school students.** For a program of mathematics and science education for high-school students: \$300,000 to U. of Missouri at St. Louis.

**CHARLOTTE W. NEWCOMBE FOUNDATION**  
35 Park Place  
Princeton, N.J. 08542

**Student aid.** For scholarships for minority-group or disadvantaged students: \$255,000 divided among 13 institutions affiliated with the Presbyterian Church (U.S.A.).

**GRANTS & REQUESTS:**

**Arkansas College.** For scholarships: \$24,000 from the estates of Pauline and Brooks Bradley and \$313,000 from the estate of Nannie Stone Hall.

**Case Western Reserve University.** For a cultural-diversity program in the school of management: \$750,000 from Society National Bank.

**Catawba College.** For scholarships and

for the golf program: \$150,000 from Mr. and Mrs. Richard Rendleman.

**Colorado School of Mines.** For scholarships: \$600,000 from the estate of Bunice Hurkey Mullik.

**DePaul University.** For scholarships: \$100,000 from Northern Trust Company.

**Gadsden State Community College.** For nursing scholarships: \$100,000 from an anonymous donor.

**Heed College.** For scholarships: \$303,000 from the estate of Olive L. Bowlin.

**La Sierra University.** For renovation of facilities: \$225,000 from CoreStates Bank.

**Massachusetts Institute of Technology.** For support of programs: \$291,000 from E. J. Du Pont de Nemours and Company.

**Minorities.** For programs to increase minority enrollment in medical schools: \$456,636 to Brown U.

**Rural development.** To evaluate Kellogg-assisted "Rural America" programming: \$110,798 to Michigan State U. (This brings the total of Kellogg support for this project to \$626,920).

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**Catawba College.** For scholarships and

for the golf program: \$100,000 from Edward A. Dauer.

—For the department of chemistry:

equipment valued at \$345,000 from Carson Properties.

—For the school of music: engineering

equipment valued at \$250,000 from Sony Corporation of America.

**Wayne State University.** For programs in manufacturing engineering: \$100,000 from Michigan Bell.

**Westminster College (Pa.).** For scholarships: \$1.1-million from the estate of Ralph D. Fowler.

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—For the department of chemistry:

## Colleges Help Military Personnel Make the Transition to Civilian Life

*Continued From Preceding Page*  
because of the intense work load. The participants were required to teach two classes a day and prepare for as many as three three-hour seminars each week. Some who were still on active duty had to set aside time from military obligations.

"We will probably not tie in the master's if we continue the program," Mr. House says. "They can always go on to do that work later."

So far, no one in the program has a full-time teaching position, but Mr. House says he expects that to change by the end of the summer, when public-school districts typically fill their positions.

While the California program focuses on teacher training, officials in Florida hope to develop a broader effort to guide military personnel through college programs and into such burgeoning fields as health care, law enforcement, and trucking.

"Fifteen per cent of the people in the service have bachelor's degrees, and we can maybe convince one per cent of them to teach," says James C. Pirus, director of federal relations for the Florida Department of Education. "A more pressing question is: How do you help the others?"

### Stalled by Gulf War

Mr. Pirus started by helping potential teachers. Working with a \$100,000 state grant, he set up an office in the state's Department of Education called Second Careers in Teaching.

From the program's inception, however, Mr. Pirus has hoped to expand the services the office provided. He persuaded Florida businessmen to provide notices of job openings. He also asked community-college officials to supply information

about their academic and vocational programs. His goal was to establish a comprehensive computerized data base. "We would not just get the men and women into a training program and forget them," he says. "We would monitor their progress."

But the massive call-up of mili-

**"There has to be someone there who is an advocate for the GI Bill, who can tell them how to use that ticket at the admission window. That's my role."**

tary personnel for the Persian Gulf war stalled the project. In addition, money has not been available this year because of Florida's budget crisis, and budget woes at the federal level may make it difficult to get help from Congress. "When I think about where we could be right now, I get depressed," Mr. Pirus says.

When Valencia Community College sought and received \$200,000 from Florida to help people leaving the armed forces, it hired retired Lieut. Col. James M. Knight to run its program. Mr. Knight, now director of the college's Military Transition Program, thinks that the military does not sufficiently emphasize the advantages of continuing education immediately after a discharge.

"If a soldier gets diverted to a full-time job, he or she will never finish his education," he says. "We try to provide them information early and get them committed to education."

Mr. Knight, who describes his position as having "zero authority

and a whole lot of responsibility," serves as an intermediary between applicants and the registrar's and veterans-affairs' offices on the campus.

He sent 10,000 pamphlets describing Valencia and its transition program to bases around the country. Interested personnel could request a packet that included a general introduction to the college's programs, assurances that older students would feel at home at Valencia, and a sample budget for a family of three. Since September he has received 200 inquiries. "That's very good, considering we are limited to people who plan to settle in the central Florida area," Mr. Knight says.

The armed services do encourage departing servicemen to pursue education—notably during three-day, on-base seminars initiated in 1990 and held regularly at some 175 installations. The seminars focus on job-hunting etiquette, but counselors also inform men and women of the educational benefits available to them.

Mr. Knight, however, notes that the message does not always get through. "Servicemen and women don't clearly understand the process for getting into school and the hard deadlines they must meet."

### On-Base Seminars

Valencia has subcontracted with the University of Central Florida, which gets half the grant money, to provide additional assistance. Ms. Croach of Central Florida's transition-services department says her office serves active-duty personnel, reserve forces, the National Guard, Department of Defense employees, and defense-contractor employees.

Typically, Ms. Croach's first contact with a serviceman is at one of the on-base seminars to prepare service personnel for civilian life. She makes sure they know that higher education is an option they should consider. "There has to be someone there," Ms. Croach says, "who is an advocate for the GI Bill, who can tell them how to use that ticket at the admission window. That's my role."

After being discharged, those who are interested can follow up at the campus office. Ms. Croach often simply helps a potential student and his or her spouse prepare resumes and hone their interview skills. However, she also promotes a long-range perspective that includes education. Most active-duty personnel don't know much about educational benefits, she says, so her counseling helps.

"They don't realize until we tell them that they can work during the day and study at night," she says. "They think it is an either-or situation."

### 10-Year Limit on Benefits

She urges those with any interest in college to begin right away, because the Montgomery GI Bill benefits have a 10-year limit. Besides, she says, "the first class usually whets their appetite, and they start thinking about a degree and setting goals."

Some institutions, looking at classes full of people who realize

**"Many of the people on the base planned to make a career of it. Now they realize that they are going to have to go and hustle in the job market."**

Dallas Naval Air Station. "Many of the people on the base planned to make a career of it," he says. "Now they realize that they are going to have to go and hustle in the job market."

**Very Low Cost for Classes**  
North Lake College, with an enrollment of roughly 6,500, expects that number to grow if it receives permission to offer classes on the

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You'll want to save this extraordinarily useful compendium of forthcoming meetings, conferences, seminars, and other noteworthy events in higher education. This fall's edition will be more useful than ever. In addition to the comprehensive listings, you'll find articles on how successful meeting planners work (and sometimes stumble); on academic travel in Eastern Europe; and on "how conventions help us celebrate the comingings and goings in our lives that give special delight, special pain." Don't miss this pull-out special—in The Chronicle's August 5 issue.

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### Students

base. Mr. Burrell expects courses that point to future careers—health-care and criminal-justice courses, for instance—to be the most popular.

Columbia College in Missouri and Northwood Institute in Michigan already have extension offices on the base, but, Mr. Burrell says, "we can offer a wider range of courses at a lower price."

"We want to be able to talk with them first hand, to reach those who don't have the get-up-and-go to leave the base or take a class," he adds.

The low cost of expanding onto the base makes it an easy decision. If the base provides the space, the college will have to pay only for a few teaching aides. "We can provide most classes at almost no cost," Mr. Burrell says.

Mr. Kime of the Service-members Opportunity Colleges consortium, says he hopes that the efforts of some colleges to provide for the educational needs of military personnel will prod the military to increase its own efforts in that area.

"The military does a good job at teaching them to shine their shoes before they go to a job interview," he says, "but I don't think we have stressed education as much as we should."

**Before Mr. Haney takes over, the NABC plans to move its headquarters from Branford, Conn., to Kansas City, Kan., to be closer to the National Collegiate Athletic Association, which is based in a Kansas City suburb. The coaches' group is also planning to expand its two-person staff.**

Mr. Haney said the move was intended to put the NABC "closer to the heart of the decision-making" process of the NCAA.

The coaches have been frustrated in recent years because they feel they have been excluded from important decisions about their sport. Their concerns have focused particularly on the NCAA's 1991 cutbacks in scholarships, season lengths, and the size of coaching staffs.

Mr. Haney, who has experienced frustrations of his own in the Big West Conference—including last year's loss of one of the league's most successful members, California State University at Fresno—said he was ready to tackle tough issues at the NABC. "We can turn challenges into opportunities here, too," he said.

**Brooklyn College of the City University of New York has eliminated its athletic program as part of a \$5.4-million budget cut the university system asked the college to make nearly two months ago.**

The move, which affects 15 teams and 171 athletes, is expected to save as much as \$260,000 in state funds, according to a college spokesman. He said the college, which has been in Division I of the NCAA for almost a decade, could not afford to sponsor even a scaled-down program, such as one in Division II.

But some observers say the move was also motivated by what they say is the administration's embarrassment over recent findings that the college discriminated against its female athletes and coaches.

In February, the college assured the Education Department's Office for Civil Rights that its athletics program would be in compliance with federal sex-equity laws by September.

The controversy centers on scholarship

## Sidelines

College basketball coaches hope that a new leader and a new address can breathe new life into the National Association of Basketball Coaches, which has been seeking more control over their intercollegiate sport.

James A. Haney, the commissioner of the Big West Conference since 1988, will become executive director of the coaches' association this summer. Joseph R. Vancisin, the current director of the 4,000-member group, announced his retirement last year.

Mr. Haney was chosen after George Raveling, a vice-president of the NABC's Board of Directors and the favorite for the post, turned down the job in April. Mr. Raveling, the widely respected men's coach at the University of Southern California, decided to stay with the Trojans.

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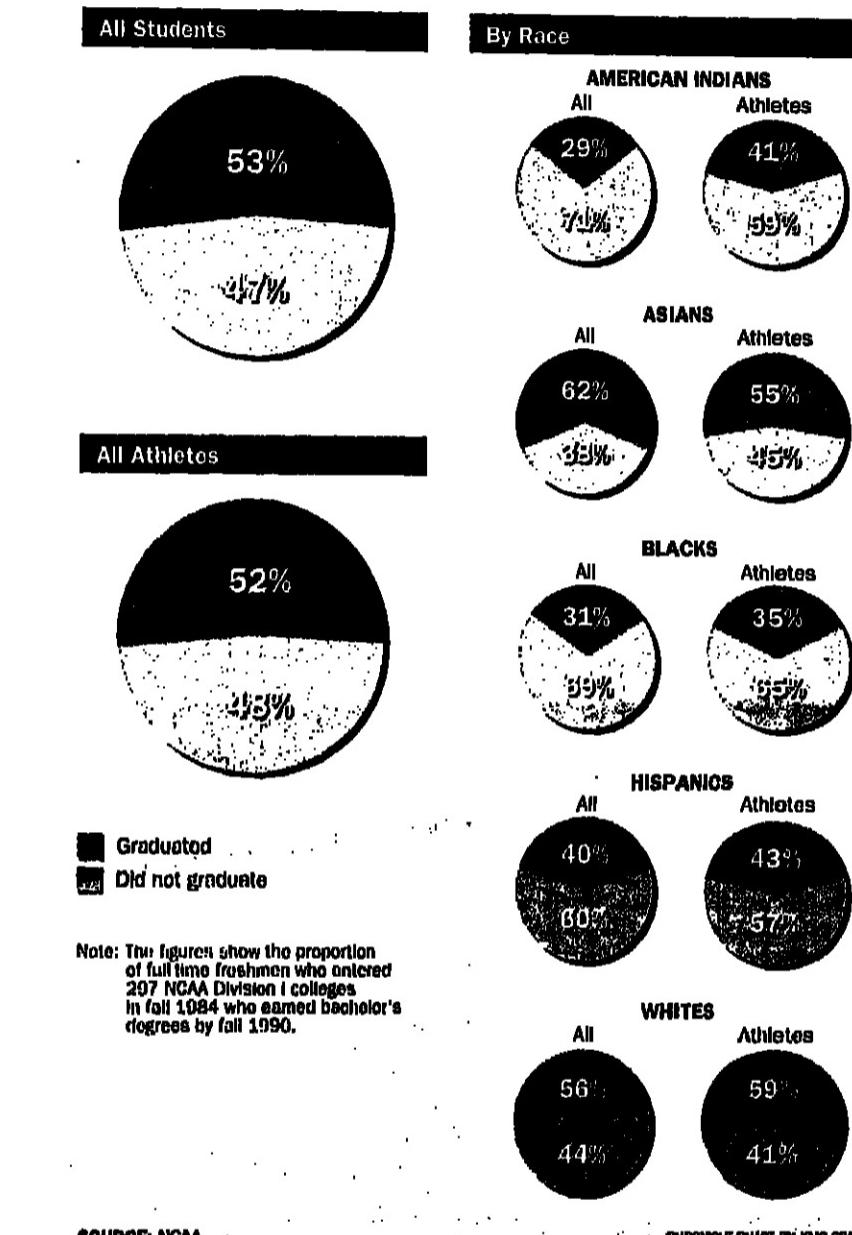
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**SOURCE: NCA**

## Athletics

### Black Athletes Graduate at a Higher Rate Than Other Blacks, NCAA Reports

#### Graduation Rates, Fall 1984 Freshmen



Study is first to include breakdowns by race

By DOUGLAS LEDERMAN

Black scholarship athletes who entered Division I colleges in 1984 graduated at a higher rate than all full-time black students at those institutions, a study by the National Collegiate Athletic Association has found.

But black athletes were far less likely than athletes of other races to earn their degrees within six years, the NCAA report shows. Thirty-five per cent of the black athletes had graduated by the summer of 1990, compared with 31 per cent of all black students and 59 per cent of white students.

Over all, 52 per cent of all Division I scholarship athletes graduated within six years, compared with 51 per cent of all full-time students at those institutions.

The NCAA study, released last week, contained the association's first-ever breakdown of graduation rates by race. The data were collected in response to a federal law requiring colleges to make public the graduation rates of their athletes and other students by race, sex, and sport.

**Applause From Senator Bradley**

One sponsor of that legislation, Sen. Bill Bradley, a New Jersey Democrat, applauded the NCAA for beginning to release the information even before the law takes effect next year.

Last week the NCAA released overall averages for 297 Division I colleges; the institution-by-institution breakdown will not be available until late this month or early next month.

Like the graduation-rates survey that the NCAA released last year, last week's report focuses on the entering class of 1984. The new report, however, follows

*Continued on Following Page*

### 7 Big Ten Universities Exceed NCAA Scholarship Limits

Seven universities in the Big Ten Conference have exceeded National Collegiate Athletic Association scholarship limits for several years because of confusion about the NCAA's financial-aid rules, league officials admitted last month.

On the colleges' behalf, the conference has offered to have the institutions forgo a total of about three dozen scholarships over two years in such sports as wrestling and swimming.

Officials at several of the conference's universities are privately furious at the league, which they blame for the misunderstanding. They complain that Big Ten officials assured them that by following a conference financial-aid policy that was in effect through 1991, they also were obeying NCAA rules. In reality, they found, the two-decade-old Big Ten policy conflicted with the association's rules.

The controversy centers on scholarship

rules in "equivalency" sports—those in which one athletic scholarship can be divided among several athletes. All Division I sports except football, men's and women's basketball, and women's gymnastics, tennis, and volleyball fall into that category.

In equivalency sports, colleges may divide the maximum number of permissible scholarships among as many athletes as they wish. In men's golf, for instance, a college has five scholarships to divide among any number of team members.

The contested Big Ten policy, which the conference ended last year when the problem was first identified, permitted an institution to calculate the amount of scholarship aid it could give based on what it charges an out-of-state athlete for tuition, fees, room and board, and books, even if the college was charging the athlete at the in-state rate.

**Waiver for Out-of-Staters**

Many institutions provide a waiver that allows out-of-state athletes to pay in-state rates; the athletics program pays the tuition of athletes on scholarship; and the university picks up the rest of the tab out of its general funds.

For example, University A awarded five

*Continued on Following Page*

J. Robert House of San Francisco State U: Moving from

the structured environment of the military can be jarring.

FRED MURKIN FOR THE CHRONICLE

## Graduation Rates of Athletes Reported in Study

*Continued From Preceding Page*  
the athletes over a six-year period instead of five years, as previous NCAA studies did.

The new report also includes more information than previous NCAA reports. Besides the groundbreaking data on race, it offers information about two entering classes (1983-84 as well as 1984-85), instead of just one class as past studies have done.

It also provides a "refined" graduation rate, which includes in the denominator athletes who transferred to a college and excludes those who left the institution in good standing. That was done to accommodate officials who complained that colleges should not be held accountable for

**"The perception out there is that athletes are way down here, that they're just not graduating. That's not the case."**

athletes who may have transferred to and graduated from other institutions.

"Should an institution be penalized for a student going to another institution and graduating?" said Sara N. McNabb, assistant vice-president for enrollment services at Indiana University, and chairwoman of the NCAA committee that prepared the graduation-rates report. "I'm not sure it should."

But Ms. McNabb also noted that no comparable "refined" rate was available for students who are not athletes, and hence no comparison existed for the adjusted rate.

Virtually all institutions showed marked increases using the refined

rate. Over all in Division I, the refined rate was about 15 percentage points higher than the unadjusted rate.

### 1 Million Students Covered

The NCAA data on the graduation rates of athletes by race are certain to attract significant attention, because of the intense public interest in sports.

The association's newest report also provides some of the best and most up-to-date information now available about the graduation rates of full-time students at many of the country's biggest and most prestigious institutions. The association's survey covers a total of over 1 million students who entered Division I colleges in 1983-84 and 1984-85.

Among other things, it shows that Asian students outpaced other students at the 297 Division I colleges, with the entering class of 1984 graduating at a rate of 62 percent. White students were next at 56 percent, followed by "other" students (international and unidentified students) at 48 percent, Hispanic students at 40 percent, black students at 31 percent, and American Indian students at 29 percent.

Women generally outperformed men, with 54 percent of all female students graduating, compared to 51 percent of all men. Asians were most likely among both male and female students to get their degrees in six years: Asian men graduated at a rate of 60 percent and Asian women at a rate of 64 percent.

American Indian, black, Hispanic, and white women all graduated at higher rates than did their male counterparts. Only in the "other" category were men slightly more likely to graduate than women.

The NCAA study provides much more detail about the graduation rates of athletes than of other students. It includes separate breakdowns for six sports, as well as the refined rates for each one.

Richard D. Schultz, executive director of the NCAA, said in releasing the report that he was "pleas-

antly surprised" by the results, which showed athletes generally had performed as well as their peers, or better. Mr. Schultz noted that the athletes included in the survey entered college before Proposition 48, the freshman-eligibility standards that require underprepared athletes to sit out a year, took effect in 1986.

"The perception out there is that athletes are way down here, that they're just not graduating," he said. "That's not the case."

Mr. Schultz also said, however,

that athletes in every sport should graduate at a higher rate than other students, since they tend not to have the same financial pressures that force many students out of college. Athletes are also encouraged to earn their degrees within five years, Mr. Schultz said, by the NCAA rule that requires them to complete their four years of eligibility within five consecutive years. Athletes also tend to receive intensive tutoring that is not generally available to other students.

Among other highlights of the NCAA report:

- Athletes of every race except Asian were more likely to graduate than were other students of their race.
- Female athletes of every race did much better than their male counterparts. Over all, female ath-

letes who entered Division I colleges in 1984 graduated at a rate of 62 percent, while 47 percent of male athletes earned degrees.

- Athletes in baseball, men's track, and especially men's basketball lagged behind their peers. Men's basketball players in Division I graduated at a rate of 38 percent, with black players the lowest at 29 percent. Black male basketball players at universities in Division I-A, the NCAA's top competitive level for football, graduated at a rate of 23 percent.

- Athletes who entered the 106 universities in Division I-A in 1984 fared worse compared to their non-athlete peers than did other Division I athletes. Scholarship athletes in I-A graduated at a rate of 52 percent, compared to 56 percent of all students at their colleges.

## 7 Big Ten Universities Found to Exceed NCAA Limits on Sports Scholarships

*Continued From Preceding Page*

but it did," James E. Delany, the league's commissioner, told *The Des Moines Register* last week. Mr. Delany was out of his office last week and could not be reached. Other Big Ten officials said they would not comment further on the issue.

However, officials at the association and sports administrators at several other NCAA colleges said they believed that the association's rules were clear on the subject.

Last month, the Pacific-10 Conference levied harsh penalties against Washington State University, which violated the NCAA's financial-aid rules in a similar way.

"I'm not sure how this could happen, given the fact that Big Ten members always have played such a big role in NCAA policy setting,"

—DOUGLAS LEDERMAN

Big Ten officials said they had been under the impression that the league's policy conformed to NCAA regulations.

"There are pockets of exciting things going on," says Christopher Knapper, director of Queen's University's new Center for Instructional Development. "But is teaching now on an equal footing with research? Not yet," says Mr. Knapper, "but the trend is in the right direction."

Canadian academics who are active in promoting the cause of improved instruc-

## 7 Women Sue U. of Texas, Demanding Varsity Teams

By DEBRA E. BLUM  
Taking what their lawyer called the "offensive" in support of women's sports, seven female students at the University of Texas at Austin sued the institution last week, asking that four women's varsity teams be added to the athletics program.

The suit differs from other recent sex-discrimination cases in college athletics in that the Texas students are seeking new teams, not trying to save old teams from the budgetary chopping block. The suit asks that four women's sports—crew, gymnastics, soccer, and softball—be elevated to varsity status.

"This is not a defensive legal action where we are trying to hang on to what we have," said Diane Henson, the students' lawyer. "This is a major offensive move in the fight for gender equity."

The class-action suit was filed in federal court last week by seven female students at Texas who participate either in the club teams in crew, gymnastics, or soccer, or who play intramural slow-pitch softball.

The suit claims that the university, by not providing more varsity-level sports to women, is unfairly denying female stu-

dents "tangible benefits that [it] disproportionately affords to male students."

The athletics program, the lawsuit claims, violates the U.S. and the Texas Constitutions and Title IX of the Education Amendments of 1972, the federal law barring sex discrimination in institutions that receive federal aid.

Jody Connell, the university's director of women's athletics, said she could not comment on the suit because she had not yet seen it.

She did say, however, that while Texas had made a "tremendous commitment" to women's athletics, the proportion of female participants in the sports program versus male participants is "problematic" at Texas, as it is at many other institutions.

Texas offers seven teams each for men and women, but the athletics program includes more than 300 men and fewer than 100 women. About 53 percent of the undergraduates at Texas are men and 47 percent are women.

The suit is expected to attract national attention because Texas is widely known for its strong and successful women's athletics program.

Donna A. Lopiano, the former chemistry professor at Complutense University of Madrid, Mr. Rubalcaba has a reputation for knowing more about Spain's education system than anyone else in the government.

He is also regarded as a tough negotiator. Senior officials at the Education Ministry as well as Spanish union leaders say he played a central role in negotiations that ended a series of nationwide strikes by high-school students in 1988.

Students at the University of Rostock in eastern Germany are continuing their protests against poor learning and living conditions at the institution.

Although classes were disrupted when the unrest began in late May, the protests generally have been peaceful, and no arrests have been made.

The students say that educational reforms in what was once Communist-ruled East Germany are unfolding too slowly. At Rostock, many academic departments do not have a full contingent of professors because of hiring delays, and buildings are in deplorable condition, some of them structurally unsound. In dormitories, four or five students frequently live in rooms designed for one.

Among recent developments:

- Queen's University established an endowment of \$2-million (Canadian) to support its new center to improve teaching, with \$750,000 of the total coming from fees that students voted to impose on themselves.

■ The University of Ottawa doubled the budget for its center for innovative teaching this year, to \$50,000.

■ York University elevated the status of its three-year-old Center for the Support of Teaching to that of an independent department with its own operating budget.

■ McMaster University has begun deliberations on a new policy that would require candidates for faculty positions to demonstrate their teaching ability.

"There are pockets of exciting things going on," says Christopher Knapper, director of Queen's University's new Center for Instructional Development. "But is teaching now on an equal footing with research? Not yet," says Mr. Knapper, "but the trend is in the right direction."

Canadian academics who are active in promoting the cause of improved instruc-

## Dispatch Case

A top civil servant in Spain's Education Ministry has been appointed Minister of Education.

Alfredo Perez Rubalcaba, who has not previously held a ministerial post, was named to succeed Javier Solana, the education chief since 1988, who was picked by Prime Minister Felipe Gonzalez Márquez to be the country's new foreign minister.

Politicians and education officials said Mr. Rubalcaba's appointment was a sign that the socialist government had no plans to change its education policies.

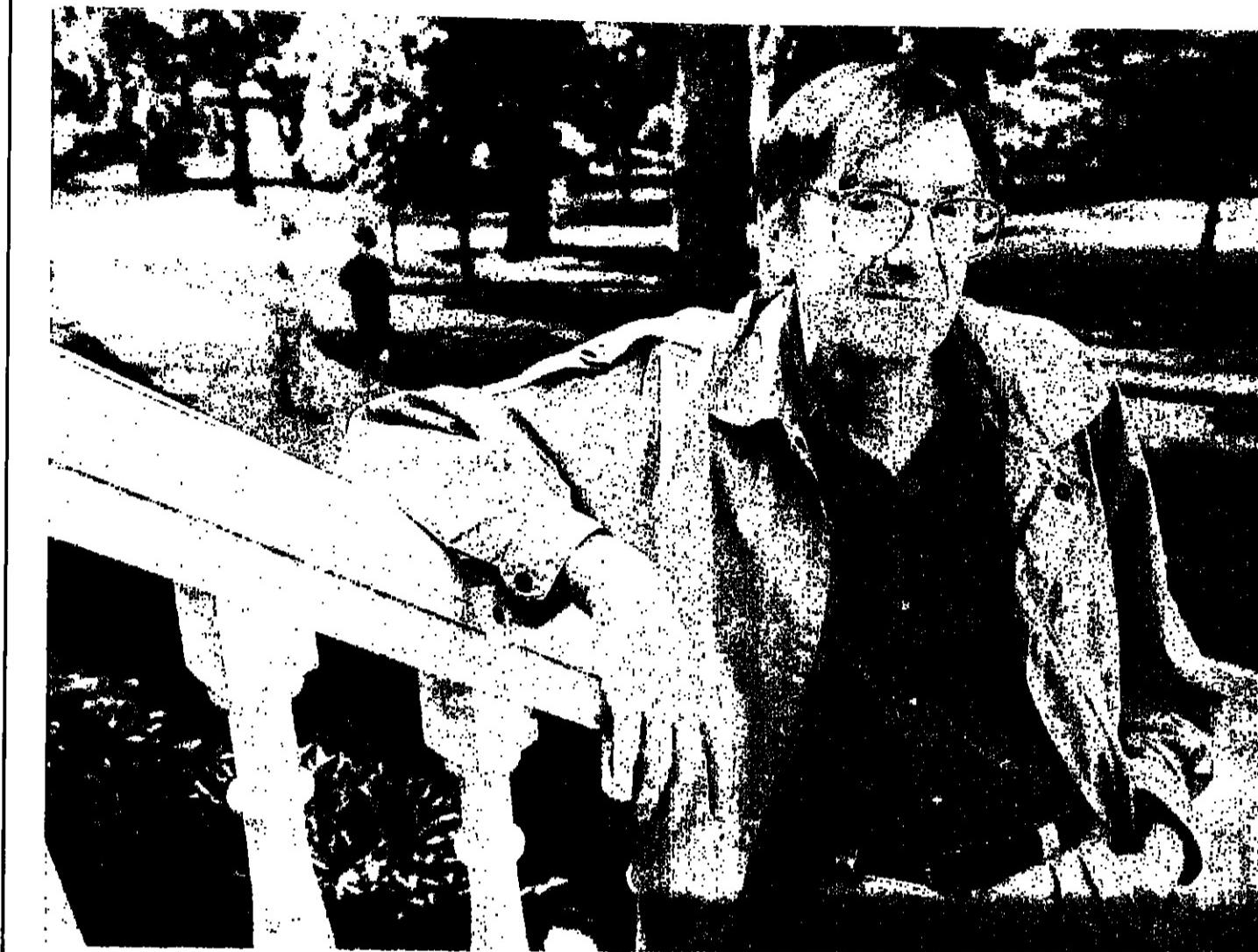
For the past 10 years Mr. Rubalcaba has held top technical positions in the ministry, and participated directly in the formulation and implementation of the government's education reforms. He helped draft the 1983 University Reform Law as well as 1989 legislation reorganizing the education system.

A former chemistry professor at Complutense University of Madrid, Mr. Rubalcaba has a reputation for knowing more about Spain's education system than anyone else in the government.

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Christopher Knapper of the Queen's University Center for Instructional Development: The best hope for raising the profile of teaching is to revamp tenure and promotion practices.

## International



ALEC ROSS FOR THE CHRONICLE

## Canadian Universities Put New Importance on Efforts to Improve Teaching

By JENNIFER LEWINGTON

TORONTO Canadian universities are taking new steps to improve instruction and reward good teaching.

Prodiced by public criticism, student demands, and financial pressures, the institutions—at long last, many observers here say—are looking for new ways to make the lecture hall a setting in which more learning takes place.

Among recent developments:

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"There are pockets of exciting things going on," says Christopher Knapper, director of Queen's University's new Center for Instructional Development. "But is teaching now on an equal footing with research? Not yet," says Mr. Knapper, "but the trend is in the right direction."

Canadian academics who are active in promoting the cause of improved instruc-

tion say universities still have a long way to go to strike a better balance between teaching and research.

They point out that no universities in Canada have adopted institution-wide policies that mandate "how-to" courses on teaching for new faculty members or teaching assistants, as critics have urged them to do. And few of the institutions require long-time faculty members to refresh themselves on teaching techniques or to study new methods.

### Long-Term Process

Observers say Canadian universities are only beginning to talk about more radical reform. Those involved in proposing changes say that improving teaching is a long-term process, one that could eventually lead to an overhaul of what is taught and how the curriculum is delivered to students. But observers are encouraged by the fact that the process at least has begun.

Yet another sign of the importance campuses in Canada are assigning to good teaching came last month when a panel of higher-education leaders issued a report calling on universities to take steps to promote good teaching and greater accountability.

The panel was formed last fall by the Association of Universities and Colleges of Canada. It offered the first detailed response to the recommendations of an inde-

*Continued on Page A35*

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—DOUGLAS LEDERMAN

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UNIVERSITY OF DENVER: PHOTOGRAPH BY TOM CHIRKLY

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### International

#### Canadian Colleges Strive to Reward Good Teaching

*Continued From Page A33*  
pendent inquiry on university education in Canada that the association had commissioned.

Stuart Smith, a former professor of psychiatry at McMaster University and one-time head of the Science Council of Canada, conducted the inquiry. The association had hoped he would help call attention to the universities' financial plight and their complaints about chronic underfinancing from their principal sources of revenue—the federal and provincial governments. Instead, he blasted the universities for fostering a climate that rewards research above teaching, despite their chief mandate to teach undergraduates.

#### Call for Action

The panel's response to Mr. Smith, which was accepted by the association's board of governors, concluded that there was an "urgent need for action." It said Canadian universities should:

- Develop performance measures clearly understood by the public or risk having government or others establish criteria for judging the performance of universities.

- Modify hiring and tenure practices to recognize and reward excellence in teaching—although not at the expense of research.

- Require professors whose teaching inadequacies have been demonstrated to take remedial courses to improve their abilities.

- Require all new faculty members to take a minimum number of hours of teaching instruction.

While embracing key findings of the Smith report, the panel took issue with one that described universities as "fundamentally healthy" in spite of the erosion of government financing in the past decade.

Mr. Knapper is among those pleasantly surprised by the panel's recommendations, which he says indicate that university presidents are taking the role of teaching more seriously. The presidents' initial reaction to the Smith report, he recalls, was extremely negative. A lot of them wanted to "bury" that document, he says.

#### Budget Is Doubled

Since the Smith report last fall, universities have examined their policies and in some cases made changes. At the University of Ottawa, which had conducted its own study of the teaching issue before the Smith report was released, the Faculty Senate has approved a plan to develop new strategies to improve teaching. In addition, the university doubled the budget of its center for innovative teaching.

"The additional funds have enabled us to expand our programs to provide better services to teaching assistants and expand our orientation program for new professors," says Serge Piccinin, the center's director.

The financial crunch on Canadian campuses also is pressing administrators to make changes. As universities try to diversify their revenue base through increased

voluntary financial support from alumni and businesses, the institutions must demonstrate their relevance and become more accountable. For alumni and business supporters, the teaching issue ranks high on the list of concerns. The message from those groups, says Mr. Knapper, is "you exist to teach students, I want to see value for money."

At the same time, the budget pressure on universities makes it more difficult to adopt reforms that would place more emphasis on improved teaching. Increasingly, large universities are trying to promote themselves as research-oriented centers in order to attract top scholars and research funds from industry and government. It is more difficult, by contrast, to attract funds to support better undergraduate teaching.

The growing pressure exerted by students who want to make the most of their undergraduate experience also has played an important part in pushing the universities to act. In the current climate of tight resources, students face the prospect of more large classes, less exposure to top professors, and more reliance on teaching assistants.

At Queen's University, students have taken an active role in promoting the importance of teaching. In an unusual move, they have put up their own money, collected through fees, to support the work of Mr. Knapper's center.

In Mr. Knapper's view, the best hope for raising the profile of teaching is to revamp tenure and promotion practices.

"If the reward system gets changed, then you're going to see, by the back door, people wanting help" in improving their teaching skills, he says. "Even when universities give equal weight to

**Canadian academics  
who are active in  
promoting the cause of  
improved instruction say  
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long way to go.**

teaching and to research in tenure decisions, on paper at least, faculty members still see publications and research as essential to success in their field."

Ross Rudolph, associate vice-president of faculty affairs at York University, says administrators must do more to change the mind set of faculty members. "It's colleagues themselves who have established the culture that values research," he says. This year, York established two teaching awards, each worth \$5,000, for outstanding teaching by a tenured faculty member and by a non-tenured instructor. Nominations will be made by students.

But awards may not be enough to change attitudes. Several academics at last month's meeting of the Society for Teaching and Learning in Higher Education who had won national teaching awards sponsored by the 3M Company complained that their own universities had done little to publicize their accomplishments.

#### Students Close U. of Mexico to Protest Tuition Increase

##### MEXICO CITY

Students at the National Autonomous University of Mexico occupied buildings and shut down the biggest campus in Latin America for one day to protest the institution's proposal to raise tuition by 1 million per cent.

Annual tuition at the university has not been raised since 1948 and today is equal to about six U.S. cents. Administrators at the university, after seven months of deliberating how much it should charge students, announced last month that the tuition would be increased to the equivalent of about \$670 a year (*The Chronicle*, June 24). The university also said it would put in place a comprehensive scholarship and financial-aid program to insure that no qualified students would be turned away because they could not afford to pay.

As they had threatened, elected student leaders organized a massive, non-violent demonstration to protest the university's plans.



Students protested plans by the National Autonomous University of Mexico to raise tuition from the equivalent of 6 cents to \$670. AP/WIDE WORLD

signed to a tuition increase of some magnitude and recognize the institution's financial predicament. It has not been able to repair or even maintain its facilities, and the wages of its faculty members have fallen far behind the rate of inflation. As a result, many have left for more lucrative positions at other institutions.

The university's rector, José

Sarukhan Kermez, told the protesters that officials were still open to new ideas on the tuition increase, and that the sentiments of the student demonstrators would be taken into account. He said he would announce on July 17 whether the university's tuition would indeed be increased to the \$670 that had been proposed, or set at some other level.

#### Belgrade Students Press for Serbian President's Resignation

By DUSKO DODER

##### BELGRADE

Striking students at the University of Belgrade have called on all political parties in Serbia, as well as the Academy of Sciences, the Orthodox Church, and other major institutions, to help find a solution to the republic's political impasse.

Opposition political groups have been trying to mobilize popular support to topple Serbian President Slobodan Milosevic, who retains strong support in rural areas of the republic, where he appeals to a deep-seated nationalism. The students have been striking to press their demands for the president's resignation.

The students want the meeting to be held in the office of the university's rector. The campus has been occupied by 15,000 student protesters since early June.

Students at three other Serbian universities also continued their sit-ins against the government.

Opposition political leaders were gloomy last week as it became clear that they could not rally sufficient popular support to topple the President. A rally to mobilize support for such action attracted about

100,000, far less than the organizers had hoped. The presence of Crown Prince Alexander Karadjordjevic, the pretender to the throne of Serbia, failed to spark the nationalist support that opposition parties had hoped to attract.

The striking students took part in the rally, but have sought to avoid direct links with political parties.

##### Prince Visits Strikers

The university itself continues to remain the strongest center of opposition to the President, even though a protest of several thousand citizens has continued in front of the parliament building.

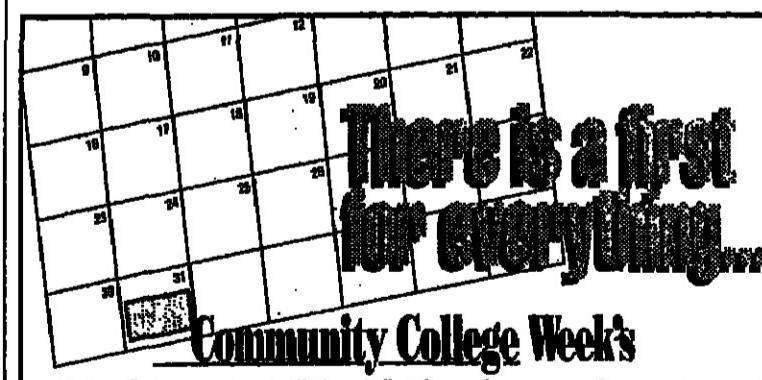
Prince Alexander visited striking

students last week and made speeches at three different faculties. But he was born in exile in London and is unable to speak Serbo-Croatian. The few lines that he did speak were heavily accented and peppered with mistakes. "To us he is something exotic," said a philosophy student. "We like him, but is he the answer to our problems? We don't know."

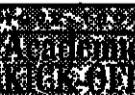
Last week Belgrade protesters

staged a second march through the city in an effort to galvanize opposition to the Milosevic regime.

Heavily armed police units were deployed throughout the city, but no incidents and no arrests were reported.



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## Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS

**N HIS LETTER OF RESIGNATION, Calvert H. Smith, president of Morris Brown College since 1984, wrote, "It has become clear to me that the most urgent challenge is found not in higher education but in our nation's elementary and secondary schools. . . . Contrary to my colleague at Yale, I do not believe the solution is a system of private or alternative schools but, rather, the public schools of America where the vast majority of young people receive their education."**

Mr. Smith was referring to **Bernie C. Schmidt, Jr.**, who is leaving Yale to join the profit-making Edison Project of Whittle Communications. Mr. Smith, a former vice-provost at the University of Cincinnati, will become deputy superintendent of the Cincinnati Public School System in August.

**At Yale,** a 12-member committee of trustees (seven) and senior faculty members (five) has been formed to search for Mr. Schmidt's successor.

The Intermodal Surface Transportation Efficiency Act of 1991—signed by President Bush last December—included a six-year, \$18-million federal appropriation to establish the Infrastructure Technology Institute at Northwestern University.

Last month **David F. Schulz** was named executive director of the institute, which is charged with coordinating efforts among universities, industry, and government to develop new technologies to help solve problems of the country's deteriorating infrastructure—pointed up by last spring's flood in nearby Chicago.

Add to the list of **Ross Perot's** advisers from academia the name of **Peter Persutti**, dean of admissions and financial aid at Stevens Institute of Technology for the last four years. Mr. Persutti resigned, effective July 1, to work full time for the Perot campaign. He is a former employee of Electronic Data Systems Corporation, which was founded by Mr. Perot.

**Valarie Swain Cade** has been serving as interim president of Cheyney University since last fall. Two weeks ago, it was announced that she had been named to the post permanently.

However, subsequent negotiations with Pennsylvania's State System of Higher Education officials proved unsatisfactory to Ms. Cade, and she withdrew her acceptance of the post. Reportedly Ms. Cade had requested immediate action to reduce the university's multimillion-dollar deficit and had wanted a five-year contract, instead of the three-year one offered. She will return to the University of Pennsylvania, where she is on the English faculty.

**H. Douglas Covington**, special assistant to the chancellor of Tennessee's State University and Community College System, will take over as Cheyney's president on August 1.

**Julius Chambers**, director of the NAACP Legal Defense and Education Fund, who won the landmark case forcing schools in the Charlotte, N.C., area to use busing to integrate, is on the list of finalists to serve as chancellor of North Carolina Central University. Mr. Chambers is a graduate of the institution. The other two finalists are **David Swinton**, dean of the school of business at Jackson State University, and **Nathan Garrett**, a businessman in Durham, N.C.

Dale T. Chapman  
Lewis and Clark  
Community College



Kennette M. Benedict  
John D. and Catherine T.  
MacArthur Foundation



Kathleen A. Carlson  
Equitable Foundation

Billie Sue Schulze  
Spelman College



**New college and university chief executives:** Ashland Community College, Charles R. Dassane; Cheyney University, H. Douglas Covington; Lewis and Clark Community College (Ill.), Dale T. Chapman; Rochester Community College (Minn.), Karen Nagle; Wingate College, Jerry E. McGee.

**Other new chief executive:** Equitable Foundation, Kathleen A. Carlson.

### Appointments, Resignations

**Robert P. Astro**, dean of student affairs at Central Connecticut State U., also to vice-president.

**Kenneth Berry**, chair of clinical psychology at U. of Hartford, to dean of the faculty and director of clinical training at Chicago School of Professional Psychology.

**Aaron N. Bloch**, vice-provost of Columbia U., to provost of State U. of New York at Buffalo.

**Patrick N. Bonomo**, assistant director of financial aid at Hollins College, to assistant director of financial aid at Oglethorpe U.

**Ronnie C. Brown, Jr.**, president of Bronx Community College, has announced his retirement, effective in June 1993. (This corrects an item that appeared in the July 1 issue of *The Chronicle*.)

**Eric Busker**, vice-president for aca-

demic affairs and professor of economics at Trenton State College, to dean of the school of management and professor of economics and finance at U. of Michigan Dearborn.

**W. Robert Buckner**, executive director of Young Audiences Inc. (Kansas City, Mo.), to assistant dean and director of development for the College of Fine and Applied Arts at U. of Illinois at Urbana-Champaign.

**Dale T. Chapman**, executive vice-president for administration, finance, and instruction, and chief financial officer and treasurer at Lewis and Clark Community College (Ill.), to president.

**Robert W. Christina**, professor and chair of physical therapy and exercise science and director of the Motor Control Laboratory in the School of Health Related Professions at State U. of New York Buffalo, to dean of the School of Health and Human Performance at U. of North Carolina at Greensboro.

**Harold S. Clarke**, assistant vice-chancellor for academic affairs at U. of North Carolina at Charlotte, has announced his retirement, effective September 30.

**Stephen C. Fineberg**, associate profes-

**H. Douglas Covington**, special assistant to the chancellor of State U. and Community College System of Tennessee and former president of Alabama A&M U., to president of Cheyney U.

**Marc Cutright**, director of media services at North Georgia College, to director of university relations at U. of Tennessee at Chattanooga.

**Nicholas Danoff**, professor of journalism at Northwestern U., to head of the school of journalism.

**Charles R. Dassane**, provost of the Kent campus of Florida Community College at Jacksonville, to president of Ashland Community College.

**J. James Donady**, professor and chair of biology at Wesleyan U., to dean of undergraduate studies.

**Stephen J. Ellmann**, associate professor of law at Columbia U., to professor of law at New York Law School.

**Thomas M. Eschen**, senior director of university development at Syracuse U., to associate director of major gifts and capital projects at Washington U. (Mo.).

**Stephen C. Fineberg**, associate profes-

sor of classics at Knox College, to professor.

**James W. Fonseca**, associate dean of the graduate school and associate professor of geography at George Mason U., to director of the university's Prince William Institute.

**Susan Q. Forman**, former associate provost at U. of South Carolina, to vice-president for undergraduate education at Rutgers U.

**Joseph M. Frantz**, acting director of student financial services at Albright College, to director of financial aid.

**Murray Gorfine**, former special assistant to the president at U. of San Diego, to assistant to the president at Brown U.

**Joel Glassman**, associate professor of political science at U. of Missouri at St. Louis, also to director of the Center for International Studies.

**Penny S. Gold**, associate professor of history at Knox College, to professor.

**William Goettl**, dean of the faculty of arts and humanities and professor of communication at State U. of New York College at Fredonia, to dean of the school of fine arts at U. of Wisconsin at Milwaukee.

**Raymond J. Rodriguez**, associate academic vice-president at Colorado State U., to vice-president for academic affairs at North Adams State College.

**Kathleen Curry Santora**, vice-president for operations and counsel at National Association of Independent Colleges and Universities, to assistant to the president at Georgetown U.

**Elizabeth Wright Schoenfeld**, executive assistant to the executive vice-president of U. of Wisconsin System, to special assistant to the chancellor at U. of Wisconsin Centers.

**David F. Schulz**, former County Executive of Equitable Foundation, to president and chairman of the foundation and vice-president for corporate relations at Equitable Life Assurance Society of the U.S.

**Billie Sue Schulze**, development officer at Central Institute for the Deaf (St. Louis), to vice-president for institutional advancement at Spelman College.

**Richard Sellier**, assistant professor of internal medicine and pharmacology at Virginia Commonwealth U., to assistant director of the cancer center.

**Nancy Negle Molloy**, president of Group for the South Fork (East Hampton, N.Y.), to executive director of college development and the college foundation at Santa Barbara Community College.

**Donald Roth**, professor of political science at U. of Michigan at Dearborn, to interim chancellor.

**Nancy Henetto Kolodny**, professor of chemistry at Wellesley College, to dean of the college.

**Shawn K. Krakow**, director of curriculum development in the school of medicine and dentistry at U. of Rochester, to assistant dean for curricular affairs.

**James Lincoln**, director of student financial aid at Grinnell College, to vice-president for enrollment.

**Rhonda J. Malone**, director of student services at Russell Sage College, to director of student services in the law center at Georgetown U.

**Gordon A. McDougall**, executive director of alumni affairs and annual giving at U. of Rochester, to associate vice-president for alumni affairs at U. of South Florida.

**Jeny E. McGehee**, vice-president for development at Furman U., to president of Wingate College.

**S. Elizabeth Van Volor**, acting director of admission at Albright College, to director of admission at the college.

**Joanna K. Michelob**, consultant in Cam Grande, Ariz., to dean of instructional services for the Superstition Mountain campus of Central Arizona College.

**Lisa A. Miller**, assistant director of college relations at Cardinal Stritch College, to director of publications and public information.

**James O. Moeser**, dean of the College of Arts and Architecture at Pennsylvania State U., to vice-president for academic affairs and provost at U. of South Carolina.

**Pat Mohott**, associate director of libraries at Rensselaer Polytechnic Institute, to assistant vice-president and archivist for scholarly resources in the health sciences at Columbia U.

**Chris Munoz**, vice-president for enrollment management at California Lutheran University, to associate provost for enrollment management at U. of Dayton.

**Karen Nagle**, interim dean of academic affairs at Lakewood Community College, to president of Rochester Community College (Minn.).

**Donald Neestand**, associate dean for enrollment management and college relations at State U. of New York College of Agriculture and Technology at Morrisville, to vice-president for enrollment management at Beaver College.

**Allen D. Paster**, professor of electrical engineering at Texas A&M U., to head of the department.

**Stephen C. Fineberg**, associate profes-

**David Payne**, director of the library at Mississippi U. for Women, has retired.

**Rhoda-Gale Pollack**, dean of the college of fine arts at Wichita State U., to dean of the college of fine arts at U. of Kentucky.

**James A. Pope, III**, chair of management-information systems and decision sciences at Old Dominion U., to dean of the business college at Shippensburg U.

**Ann G. Quiley**, dean of academic support services at U. of Massachusetts at Amherst, to vice-president and dean of students at Pomona College.

**Richard B. Quinn**, lawyer in Washington, to legal director of the Freedman First Amendment Center at Vanderbilt U.

**Patricia B. Richard**, professor of political science at Ohio U., to dean of the university's University College.

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**Raymond J. Rodriguez**

## Coming Events CONTINUED

**17-20: Technology.** "Making Multimediu Work," seminar. Association for Educational Communications and Technology, Virginia Polytechnic Institute and State University, Blacksburg, Va. Contact: (703) 231-5479.

**18-19: Law libraries.** "Puss the Word," annual meeting. American Association of Law Libraries, San Francisco. Contact: AALL, 53 West Jackson Boulevard, Suite 940, Chicago 60604; (312) 939-4764, fax (312) 431-1097.

**19-21: Administration.** "Participatory Strategic Planning and Management for the Effective College and University Administrator," workshop. University of South Carolina and Quigley and Associates, Columbia, S.C. Contact: F. A. Hilenski, Dean's Office, College of Humanities and Social Sciences, University of South Carolina, Columbia, S.C. 29208; (803) 771-7042.

**19-21: Business officers.** Annual meeting. National Association of College and University Business Officers, Sheraton Centre Hotel, Toronto. Contact: NACUBO, One Dupont Circle, Washington 20036; (202) 861-2500.

**19-22: Community colleges.** International conference on leadership development in community colleges. League for Innovation in the Community College and University of Astoria, Chicago Marriott Hotel, Chicago. Contact: Nancy Italia, LCC, Suite 200, 2541 Cabot Road, Laguna Hills, Cal. 92653; (714) 855-0710, fax (714) 855-2933.

**19-23: Alumnae.** "Alumni Volunteers in Admissions," meeting. Annapolis Institute, Cincinnati. Contact: David R. Gibson, P.O. Box 1483, Annapolis, Md. 21404-1483; (410) 266-5993.

**19-23: Alumni.** "Summer Institute in Alumni Administration," Council for Advancement and Support of Education, Boulder, Colo. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 228-5900.

**19-23: Student personnel.** Annual conference. Association of College and University Housing Officers—International, Boston. Contact: Bob Capalbo, (617) 532-4725.

**19-24: Admissions.** "Summer Admissions," College Board and University of California, Santa Cruz, Cal. Contact: Kris Zavoli, Associate Director, Admissions and Guidance Services, College Board, Suite 480, 2099 Gateway Place, San Jose, Cal. 95110; (408) 452-1400.

**19-24: Computer.** International conference on supercomputing. Association for Computing Machinery and other sponsors, Washington. Contact: Ken Kennedy, CTR, Rice University, P.O. Box 1892, Houston 77251; (713) 527-6009.

**19-24: Fund raising.** "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Indianapolis. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8992.

July		1992			
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**20-21: Legal issues.** "Higher Education and the Law," annual conference. University of Georgia, Athens, Ga. Contact: Margaret Caulfield, (404) 542-1586 or D. Parker Young, Institute of Higher Education, University of Georgia, Athens, Ga. 30602; (404) 542-0575.

**20-24: Teacher education.** "Teacher Education in an Era of Global Change," world assembly. International Council on Education for Teaching, Paris. Contact: ICET, Suite 600, 2009 North 14th Street, Arlington, Va. 22201; (703) 525-5253, fax (703) 351-9381.

**20-25: Intercollegiate studies.** "Foundations of Intercollegiate Theory and Practice," institute. SIETAR International: the International Society for Intercultural Education, Training and Research, Georgetown University, Washington. Contact: SIETAR, 733 15th Street, N.W., Washington 20003; (202) 737-5000; fax (202) 737-5553.

**20-28: Mathematics and computers.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, University of Houston, Houston. Contact: Eric Deeb, Department of Applied Mathematical Sciences, University of Houston-Downtown, Houston 77002; (713) 221-8550.

**20-28: Mathematics and computers.** "Interactive Texts in Maple 3.1," workshop. Mathematical Association of America, University of Michigan, Dearborn, Mich. Contact: Margaret Roth, Department of Mathematics, University of Michigan, Dearborn, Mich. 48128; (313) 593-5175.

**20-28: Art education.** "Discipline-Based Art Education," training seminar for art educators, Improving Visual Arts Education Project, Cincinnati Art Museum, Cincinnati. Contact: Stevie Mack, (415) 323-6193, or Anne Bl-Onnen, (513) 721-5204.

**22-26: Disabilities.** Annual conference.

**Session II.** "Intercultural Communication Institute, Portland, Ore. Contact: ICI, Suite 238, 8835 S.W. Canyon Lane, Portland, Ore. 97225; (503) 297-4622, fax (503) 297-4695.

**19-24: Libraries.** Management-development program for library administrators, Miami University, Oxford, Ohio. Contact: Center for Management Development, Richard T. Farmer School of Business Administration, Miami University, 141-H Laws Hall, Oxford, Ohio 45056-1675; (513) 529-2132, fax (513) 529-6992.

**27-August 1: Mathematics and computers.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Seattle Central Community College, Seattle. Contact: Mike Pepe, Department of Mathematics, Seattle Central Community College, 1701 Broadway, Seattle 98122; (206) 587-4073.

**27-August 2: International programs.** "International Leadership Development Institute," "International Exchange Association and Colorado College, Colorado Springs. Contact: Carolyn Lantz, IAEA, 18251 Street, N.W., Suite 475, Washington 20006; (202) 296-4777, fax (202) 828-4724.

**28-29: Enrollment.** "Enrollment Planning," workshop. American College Testing Program, Westin Hotel, Chicago. Contact: ACT, Midwest Office, 300 Knightsbridge Parkway, Suite 300, Lincolnshire, Ill. 60606; (708) 634-2560.

**28-30: Assessment.** "Assessing Quality in Higher Education," international conference. University of Tennessee and other sponsors, Aberdeen, S.D. Contact: A. Walker Haslings, Department of Language, Literature, and Communication, Northern State University, Aberdeen, S.D. 57401.

**24-29: Administration.** "The Harvard Seminar for New Presidents," Harvard University, Cambridge, Mass. Contact: Harvard Seminar for New Presidents, 339-Gum Library, Harvard Graduate School of Education, Cambridge, Mass. 02138; (617) 495-2635, fax (617) 496-8051.

**25-28: Institutional advancement.** "Summer Institute in Advancement in Information Management," Council for Advancement and Support of Education, Boulder, Colo. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 228-5900.

**28-29: International education.** "The Basics of Study-Abroad Advising and Administration," workshop. NAFSA: Association of International Educators, 111 Executive Center Drive, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

**29: Campus security.** "Security Issues on Campus," workshop. Central Association of College and University Business Officers, Indiana University-Purdue University, Indianapolis. Contact: Debbie Duncan, (608) 262-0306, or fax (414) 365-1206.

**30: Management.** "Total Quality Management," Executive Seminar, QSystems Inc., Boston. Contact: QSystems, 100 South Sunrise Way, Suite 330, Palm Springs, Cal. 92262; (619) 778-8704.

**3-4: Learning.** "Identification, Evaluation, and Education of Students With Learning Problems," workshop. University of New England, Biddeford, Me. Contact: Michael L. Stotts, University of New England, 11 Hills Beach Road, Biddeford, Me. 04005; (207) 283-0171, fax (207) 667-3419.

**28-30: States.** Annual meeting, National Conference of State Legislatures, Cincinnati, Contact: NCSL, 444 North Capitol Street, N.W., Washington 20001; (202) 737-5553.

**28-30: Student recruitment.** "Summer Institute in Student Recruitment and Enrollment Management," Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

**28-31: Disabilities.** "The User-Friendly Campus Welcoming Faculty, Staff, and Students With Disabilities," seminar. Employment Partnership, St. Louis, Contact: Employment Partnership, 5615 Pershing Avenue, Suite 29, St. Louis 63121; (314) 361-8007.

**28-31: Facilities.** "Winning the Race With Change," annual meeting, Association of Higher Education Facilities Officers, Indianapolis. Contact: APHA, 1446 Duke Street, Alexandria, Va. 22314-3492; (703) 684-1446, fax (703) 549-2772.

**28-30: Student success courses.** Four-day workshop on student-success courses, College Survival Inc., Clearwater Beach, Fla. Contact: csc, 2650 Jack-Son Boulevard, Rapid City, S.D. 57702-3474; (800) 528-8235, fax (605) 343-7553.

**28-30: Fund raising.** "Summer Institute in Educational Fund Raising," Council for Advancement and Support of Education, Hanover, N.H. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

**31: Campus security.** "Security Issues on Campus," workshop. Central Association of College and University Business Officers, Franklin University, Columbus, Ohio. Contact: Debbie Duncan, (614) 262-0306, or fax (414) 565-1206.

**31: Management.** "Total Quality Management," Executive Seminar, QSystems Inc., New York. Contact: CASE, Suite 350, 100 South Sunrise Way, Suite 330, Palm Springs, Cal. 92262; (619) 778-8704.

**31-August 2: Administration.** "Participatory Strategic Planning and Management for the Effective College and University Administrator," workshop. University of South Carolina and Quigley and Associates, Henry Ford Community College, Dearborn, Mich. Contact: F. A. Hilenski, Dean's Office, College of Humanities and Social Sciences, University of South Carolina, Columbia, S.C. 29208; (803) 771-7042.

**28-31: Intercollegiate studies.** "Summer Institute for Intercultural Communication: Session III," Intercultural Communication Institute, Portland, Ore. Contact: ICI, Suite 238, 8835 S.W. Canyon Lane, Portland, Ore. 97225; (503) 297-4622, fax (503) 297-4695.

**28-31: International studies.** Institute on the contemporary Middle East, Metropolitan State College, Denver. Contact: (303) 623-2442.

**22-26: Disabilities.** Annual conference.

## CONFERENCES

### National Association of State Treasurers

### College Savings Plans Network Annual Conference

### Omni Netherland Plaza • August 3-4, 1992 Cincinnati, Ohio

#### Who should attend

- State college savings administrators and staff;
- Higher-education officials;
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- Public finance industry professionals.

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- Update on federal legislation; and
- What corporate America is doing to help families save for college.

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## Gazette

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**23-28: History.** "Suspect Terrain: Surveying the Women's West," conference. Coalition for Western Women's History, University of Nebraska-Lincoln. Contact: Center for Great Plains Studies, 1213 Oldfather Hall, University of Nebraska, Lincoln, Neb. 68588-0314; (402) 472-3082.

**27-August 2: International programs.** "International Leadership Development Institute," "International Exchange Association and Colorado College, Colorado Springs. Contact: Carolyn Lantz, IAEA, 18251 Street, N.W., Suite 475, Washington 20006; (202) 296-4777, fax (202) 828-4724.

**27-August 3: Fundraising.** "The Fundraising School: Principles, Techniques of Fundraising," Indiana University, White Plains, N.Y. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis, Ind. 46202-3162; (317) 274-7063, fax (317) 684-8992.

**27-August 4: Social sciences.** "Storyline: a Strategy for Integrating Elementary and Middle School Social Studies," conference. National Council for the Social Studies, Seattle University, Seattle. Contact: Dawn Marie Wurfe, (202) 966-7609, fax (202) 966-2091.

**27-August 5: Business.** "New Advances in Crisis Management," conference. University of Nevada, Las Vegas. Contact: Center for Management Programs, University of Nevada, 4505 South Maryland Parkway, Las Vegas 89154; (702) 739-3540, fax (702) 597-4096.

**27-August 6: Education.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 7: Social sciences.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 8: Education.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 9: Business.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 10: Social sciences.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 11: Education.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 12: Social sciences.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 13: Education.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 14: Social sciences.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832-2092.

**27-August 15: Education.** "Interactive Texts in Maple for Windows," workshop. Mathematical Association of America, Towson State University, Towson, Md. Contact: John Morrison, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 832